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ABSTRACT

This report offers information on Hawkeye Institute of Technology's (HIT's) existing student services and plans for the development of a centralized Educational Services Center (ESC) to provide comprehensive support services to HIT students from initial contact with the college beyond graduation. Examples of ESC services include assessment, career planning, financial aid advising, orientation, tutoring, study skills courses, academic advising, job referrals, and transfer services. The report includes: (1) introductory information on the administrative charge and development team vision that underpin the student services plan; (2) a profile of the services provided to special needs students during the 1990-91 school year; (3) a discussion of the impact of the Carl D. Perkins Vocational and Applied Technology Act of 1990; (4) a glossary of terms; (5) charts illustrating the planned collaborative support system; (6) a detailed discussion of the ESC's purpose, services, procedures, administrative structure, components, availability, and reporting mechanisms; (7) a list of potential sources of financial support; (8) information on staffing and personnel needs and requirements, including job descriptions; (9) an overview of space needs for the ESC; and (10) a suggested expense budget. Appendixes include a report on a Perkins compliance site visit conducted by the Iowa Department of Education, raw results from student surveys on counseling needs and reasons for dropping out of HIT, reports on the utilization of on-campus special needs staff and on the implementation of Asset assessment testing, space and budgetary information, and Success Center enrollments. (MAB)

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ED 362 220

A SHARED VISION

Submitted
By

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Presented to: The HIT President's Cabinet on April 1991

Revised as published: June 3, 1991

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A SHARED VISION

Administrative Charge: Develop a comprehensive group of services in a centralized location on campus that will provide students support from initial contact with the college through graduation.

A stipulation of the charge was that the Continuing Education and Economic Development Division would manage the academic support services and that the academic services would be shared or cross-trained with the Independent Learning Center located at the downtown Success Center.

Under the guidance and leadership of Doug Maxson through a team building and problem-solving exercise, the team of Dianne Shoultz, Sam Dell, John Sorenson, and Dr. Marge Skold addressed this administrative charge.

Using the technique of problem centering, the team examined their individual perceptions of the administrative charge. throughout the process, each member of the team expressed concerns about serving the whole student. Finally, they arrived at a shared vision for how students can optimally be served by the college outside of their individual classrooms and programs.

This report is the culmination of the effort to meet both the administrative charge and the shared vision of the team. This report proposed a system and the staff necessary to implement that system. The final implementation of the system will be completed by that staff under the direction of the project team.

Submitted by: **Dianne Shoultz**, Project facilitator
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Life Planning Services

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The focus of the team during the development of this report, was written as the following opportunity/problem statement.

Opportunity/problem statement: To design a student services center which provides pre-, co-, and post-enrollment services to HIT students and faculty.

Although this is not an exhaustive list, some examples of services which can be addressed in this opportunity statement are--

Pre-enrollment services--	Assessment Career planning/change/research Financial aid advising High school transition activities Tours Orientation Pre-curricular brush-up courses Prerequisite enrollment courses Remedial/developmental courses
Co-enrollment services--	Counseling (multiple kinds of) Tutoring (peer and professional) Job search/research Diagnostic assessment Academic assistance Retention activities of all types Learning disability assistance Study skills Master student courses Computer-assisted study Developmental education services Academic Advising Assist faculty teaching disabled students
Post-enrollment services--	Placement Job referral for alumni Resume service Job fairs Transfer services/advising Career change options/planning/research

The point of sharing some of this brainstorming is to show what services the team believes can eventually, if not immediately, be provided to HIT students and staff. In order to best serve the community of our community college, the team believes that there should be a combined services center with opportunities for students both on campus and at the Success Center. The on-campus center should be centrally located with particular emphasis on admissions, co-enrollment, and graduate services to vo-tech students, arts and sciences students, and students of special populations. The Success Center services would have particular focus on pre-enrollment services with some services in the other areas. The on-campus site would be near the current Educational Enrichment Center in Bremer Hall, with additional offices, a small classroom, a reception/entrance area, and a group testing area.

Unique to this project is its nature. It crosses divisional lines. It is jointly administered by a team. It is driven by student need/demand. Funding is tied to student contact hours (Vo-Tech., Student Services, Special Needs, ABE/HSC and someday Developmental Education and Arts & Sciences) as well as special needs/Carl Perkins dollars. Expenses are tied to students, rather than to staff. Staffing will be determined by student demand and need. The tracking and service methodology described in this report will illustrate how this funding process can work.

It is the students and their needs, regardless of their instructional division, which will be the force that drives the services of the student services center. The project team purposely has designed the process and access methodology for the center to accommodate students who are enrolled in vocational technical and/or occupational and arts & sciences programs. The future-oriented vision of the team permeates this entire report and project. This plan answers immediate needs, responds to the administrative charge, and plans for growth.

THE WAY IT'S BEEN

In order to maintain a clear view of this report, the following summary of services of this type for students existing at Hawkeye Institute of Technology during the 1990-91 school year will help.

Historically, Special Needs funds have funded special programs and services at HIT to help disadvantaged and handicapped populations access vocational education. This funding has required a 50 percent match by the college. The Career Exploration and Assessment Program was developed in 1976. This program remains the backbone of the career planning services which are currently available to at-risk students. The majority of these services are located only at the Success Center. One career advisor's time is divided between the campus and the Success Center. The concepts which drive this program are as valid today as when they started. Potential and current students still need to take the time for investigating interests, aptitudes, and academic skill levels. Current staff includes three full-time vocational advisors, one full-time clerical (who also assists the New Directions program), and one full-time director who is also the institutional director of special needs, the New Directions program, and J.T.P.A. liaison.

The current Educational Enrichment program has its roots in the Developmental Education program which first enrolled students in the fall of 1980. The focus of the program was to assist students who wanted to enroll in HIT programs but who were assessed to be deficient in reading, language, or mathematics skills. Assistance in study skills and transitioning into the college learning environment were included. In 1985, a computer-assisted learning laboratory was added with dollars from a supplemental special needs grant. Although several changes in this area have occurred, the primary student cohort consistently served have been students who met special needs and/or Carl Perkins criteria of possessing some identifiable characteristic that made them eligible for the services being funded. Current staff in the Educational Enrichment Center include two full-time instructor/coordinators,

three full-time certified faculty, one full-time clerical, and two part-time instructional support tutors. Additionally, one evaluation counselor and one full-time clerical person are funded via the special needs funding process.

The Independent Learning Center (ILC), located at the Success Center, offers a variety of services to adults in the community and to the Basic and Pre-Technical Training Center. Students are served in a library atmosphere in an individualized manner. Courses and services offered include adult high school, High School Credit (for transfer to a K-12 high school), prerequisite courses for admission to post-secondary programs, general interest, GED study and Testing, brush-up courses prior to post-secondary study, and assessment of adult basic education students. All courses offered through the ILC are tuition courses. Current staff include two full-time instructor/coordinators (one works four 10-hour days), one full-time clerical, and six part-time certified teachers.

Student Affairs services are available in multiple settings and offices are located in various campus locations, with the exception of the Success Center. Present services are clustered under the following service areas: counseling, graduate employment services, student life, minority affairs, and Student Affairs administration. The services are provided in a decentralized format. Some are housed in Hawkeye Center, and others are in various campus buildings. Staffing includes two full-time counselors and two part-time counselors, one three-quarter time graduate employment services coordinator, one full-time student life coordinator, one three-quarter time clerical support, four student ambassadors, and one full-time director responsible for minority affairs as well as Student Affairs administration. Any Student Affairs staff members are expected to provide support to other staff, regardless of the area of Student Affairs to which they are assigned.

The charge to this project team for a new design of on-campus services to students acknowledges that services presently provided may be acceptable but need refining/improving. Data from the student services division has shown that there has been a change in the academic preparation of the students who are selecting HIT for their educational needs. This change coupled with the psychographics of the HIT student cohort necessitates an increase in certain types of services and a refinement of others. We anticipate that the changes we are proposing will be supported by the findings of the recently formed Recruitment and Retention Committees.

In order for the whole student to be served, Student Affairs, Academic Support Services, and Career and Life Planning Services will all be changing their delivery of services. The name of the collaborative student support services center will be the EDUCATIONAL SERVICES CENTER.

WHAT EVENT INITIATED THESE CHANGES?

The event which has profoundly affected change is the passage of the new Carl Perkins Vocational and Applied Technology Education Act of 1990. Although the regulations for the new Act have not yet been written, there are significant changes. (1) The funding formula for post secondary will be based on PELL

recipients in vocational education. (2) There is an elimination of the set-asides for disadvantaged and handicapped students. (3) An institutional match is no longer required. (4) There will be increased accountability based on standards of performance.

The Carl Perkins Act states in Section 118: "Criteria for Services and Activities for Individuals who are Members of Special Populations," that post-secondary institutions must provide assurances in their local application that equal access will be provided to all students who are members of special populations. This mandates that assessment, supplemental services (i.e., modification of curriculum, equipment, classrooms, supportive personnel, and instructional aids), guidance, counseling, career development, and transition activities will be provided to special populations in order to receive funds **even though funds are no longer earmarked or set-aside to provide these services.**

An important fact to remember about the new Carl Perkins legislation is the Act's emphasis to **provide and maintain services to special populations.** Although set-asides to disadvantaged and handicapped students have been eliminated, assurances will need to be given by the institution the special populations will have equitable access to vocational education programs.

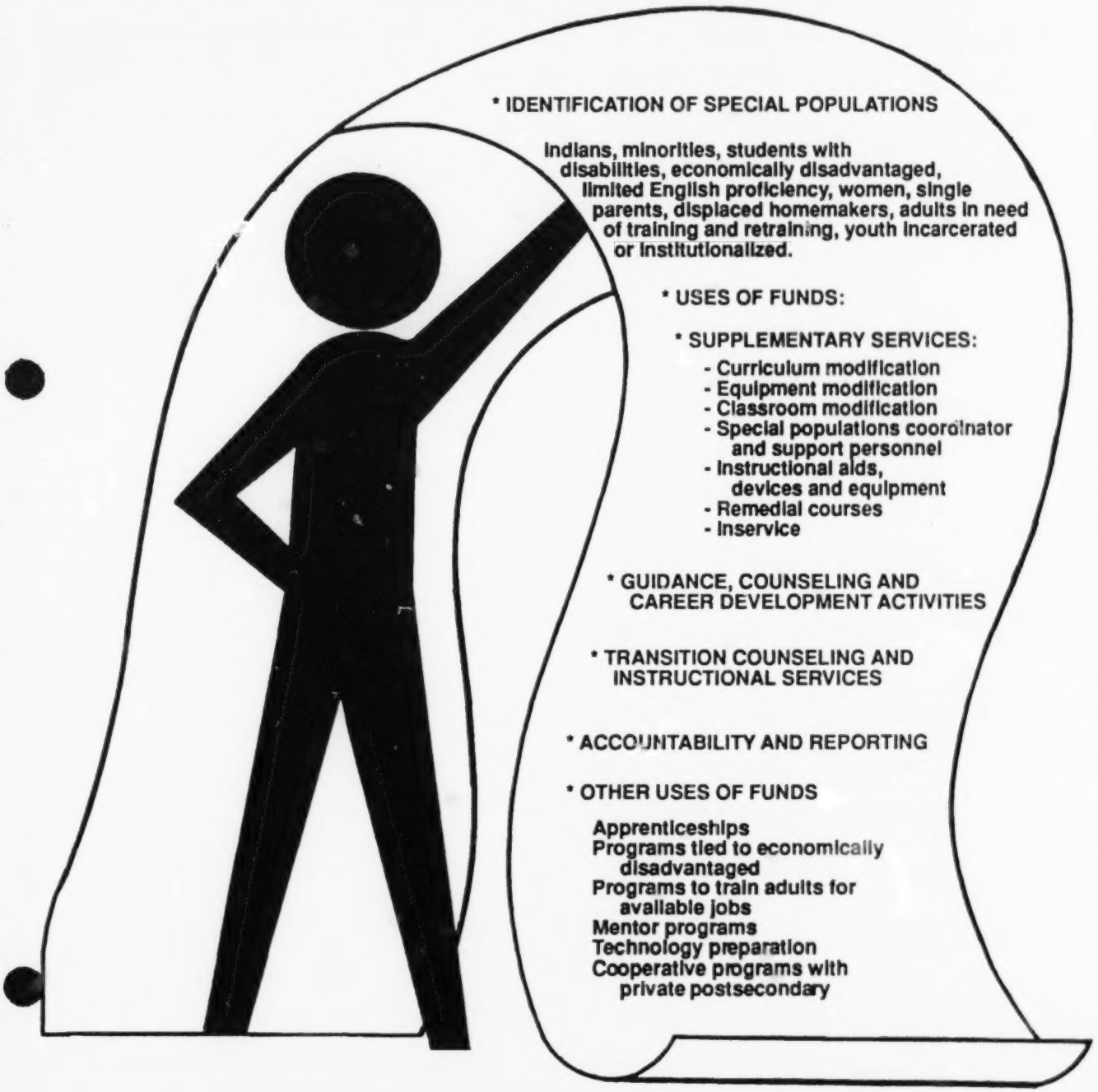
The new Perkins Act strengthens Congress's original intent of full participation of special populations. (Section 421(2) and Section 118 of the Law) Special populations include: women, American Indians, students with limited English proficiency, academically disadvantaged, economically disadvantaged, non-traditional students, students with disabilities, students in foster homes, minorities, single parents, and displace homemakers. In order to provide full access, dollars must be concentrated on serving special populations or those most in need.

In a letter to Dr. Hawse dated February 21, 1991, from Harriet Custer, Bureau Chief of Student and Educational Services, Community Colleges Division of the Iowa Department of Education, she stated: "With so much emphasis placed on cost cutting measures, we encourage your colleges not to cut back on services to students with special needs. The new Carl Perkins Bill no longer requires a 50% money match but mandates that institutions must continue to provide supplemental services to students with special needs." (See Appendix 1)

THE CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY ACT OF 1990 PROVISIONS FOR SPECIAL POPULATIONS

PROGRAMS RECEIVING PERKINS FUNDS MUST:

1. **Allow full participation of members of special populations.**
2. **Provide sequence of courses.**
3. **Integrate academic and vocational skills.**


* IDENTIFICATION OF SPECIAL POPULATIONS
Indians, minorities, students with disabilities, economically disadvantaged, limited English proficiency, women, single parents, displaced homemakers, adults in need of training and retraining, youth incarcerated or institutionalized.
* USES OF FUNDS:
* SUPPLEMENTARY SERVICES:
- Curriculum modification
- Equipment modification
- Classroom modification
- Special populations coordinator and support personnel
- Instructional aids, devices and equipment
- Remedial courses
- Inservice
* GUIDANCE, COUNSELING AND CAREER DEVELOPMENT ACTIVITIES
* TRANSITION COUNSELING AND INSTRUCTIONAL SERVICES
* ACCOUNTABILITY AND REPORTING
* OTHER USES OF FUNDS
Apprenticeships
Programs tied to economically disadvantaged
Programs to train adults for available jobs
Mentor programs
Technology preparation
Cooperative programs with private postsecondary

GLOSSARY OF TERMS

The following terms and their definitions are offered so that everyone reading this report will operate from the same base of information.

Academic Advisors A: Pre-enrollment - Individuals who provide information about educational opportunities and programs and who assist students in selecting appropriate programs and course work based upon the students' interests, abilities, aptitudes and other outside factors.

B: Co-enrollment - Individual college staff members who assist students in making academic decisions while enrolled at the college. These can be faculty, counselors, and other staff with whom the student is comfortable discussing their academic issues and problems.

Academic Counseling - Utilizing a certified counselor to assist student with their matriculation efforts by providing intervention services with instructors, scheduling assistance, need-based counseling activities, study skills workshops, and other alternative solutions to help the student meet graduation requirements.

ASAP - The Area Student Assistance Program--designed to assist high school students in developing and actualizing their career plans.

Assessment A: Pre-enrollment - Assessment to determine whether a student is academically equipped to be successful in the college program of choice--ASSET. Other activities include individual staffings, career exploration activities, interest, aptitude, or academic assessments prior to beginning a program or course.

B: Co-enrollment - Targeted testing in specific subject areas to enable the diagnosis of instructional needs, and to track student progress through a learning activity. Students seeking services from the academic support area may be assessed to determine the specific area of instruction needed.

Brush-up - Instruction opportunities for students who have been away from the classroom or who have forgotten concepts necessary to be successful in a college program.

Career Advisor - An individual whose primary duty is to assist students (customers) individually and in groups in making realistic

career plans. Conducts assessment activities to appraise interests, aptitudes, abilities, and personality characteristics for vocational/educational/career planning. Compiles and studies occupational, educational and economic information. Assists individuals to understand and overcome personal, social, educational, and financial barriers to success. Masters degree not currently required.

Career Advising - The activities of a career advisor to provide career related information to individuals and groups that help to identify appropriate career goals based upon self-evaluation to occupational opportunities. Activities include career information, assessment (interest, academic, aptitude), decision making, goal setting, and removal of barriers to making and carrying out realistic career plans.

Career Counseling - Utilization of a certified counselor to assist students with making career decisions by assessing background, personal career needs, self-concept, skill level and potential, providing career information and referral to career exploration services.

Carl Perkins Act - the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 - A federal act that provides secondary, post secondary, and adult vocational education programs for five years, from July 1, 1991 to June 30, 1996, with emphasis on services to "special populations."

Centralized Counseling - An on-campus office staffed for counseling services which is contiguous to academic support services and career/life planning services.

Computer-assisted learning - Learning activities which integrate computer software programs into a prescribed course of study, or for individualized tutorial and/or drill and practice activities.

Counselor - A person who has completed Master's Degree level certification in counseling and/or student personnel services.

Developmental Education - A series of instructional and support services designed to provide opportunities to each student who requires assistance to successfully meet a career goal through post-secondary education. Developmental education assumes that each student has the ability to succeed in his or her program of choice, given the needed support or assistance.

Developmental Ed. Cost Center - A new cost center identified in Iowa S.F. 2430 within the state funding formula for community colleges designed to fund a series of instructional and support services necessary to assist students to successfully meet their

career goals through post-secondary education.

Disadvantaged - Individuals having economic or academic disadvantages or who have limited English speaking ability and who require special assistance in order to participate and succeed in educational programs.

Early Intervention - A system which notifies counselors and academic support services personnel of students who may be encountering learning problems. Early intervention will ideally focus on students during pre-enrollment activities such as ASSET and/or no later than following the first evaluation activity (i.e., project or test) in a course.

Financial Aid Advocate - An individual charged with review of a student's financial aid application, data, and circumstances with subsequent referral to the financial aid office.

Handicapped - The preferred term is "persons with disabilities." Any physical or mental impairment which substantially limits one or more of a person's major life activities which can be documented by a professional educator or other recognized authority.

Individualized instruction - Learning activities which are structured to assist an individual meet a specific personal, individual goal. This instruction type usually requires much individual study alone or one-on-one with an instructor or tutor.

Intake - A uniform procedure for enrolling students in the Educational Services Center in order to establish a information trail on each individual student which can later be used to track student improvement and determine eligibility for various funding sources.

Learning Disability - Any disorder which indicates problems in academic areas related to reading, writing, listening, speaking, or calculating where the student exhibits normal or above normal intelligence, but where there is a significant discrepancy between achievement and the student's ability to achieve.

Non-traditional students - Any students who are not the typical college-bound 18- or 19-year-old. Usually defined as students who have re-entered the educational system after several years away from formal educational opportunities.

Orientation - A series of activities designed to assist the student in adjusting to college life; including, but not limited to, review of institutional policies and procedures and "basic academic and campus survival" tips. Formal activities will include department meetings designed to inform entering students about their particular program. Informal activities include

individual meetings with HIT staff providing general information and/or tours about HIT programs.

Personal/Social Counseling - Utilizing a certified counselor to assist students with self-exploration, self-discovery, and learning to get along with others.

Placement A: Academic - Placement in courses and programs based upon student interest, academic skills, and program availability.

B: Post-graduate - Assistance provided to graduates that allows for resume transfer and networking to potential employers. Help in securing employment in jobs related to the program completed at the college.

Pre-curricular/Prerequisites - High School equivalent courses such as Biology which are required for admission into some colleges programs such as Nursing.

Recruitment A: Internal - When the staff of the collaborative student support services area use students enrolled in main campus programs as their target audience for recruiting students. Typical recruiting tools may be mid-term deficiency notices, free seminars or workshops, etc.

B: External - Staff and activities designed to inform potential students about academic offerings and to recruit students to enroll in programs offered by the college prior to enrollment in college programs.

Remedial Education - Instruction designed to help a student overcome specific deficiencies in their education.

Remediation - The act of teaching a student how to overcome or compensate for some learning deficiency, often related to some learning disability.

Small Group Instruction - Learning activities which depend upon the interaction with others in a small group, usually less than a class-sized group. Instruction includes discussion, as well as reading and writing.

Special Populations - As defined in the Carl Perkins Vocational and Applied Technology Education Act of 1990: Students who are economically disadvantaged, minorities, non-traditional students, students with disabilities, students with limited English, single parents, displaced homemakers, youth in foster homes, the incarcerated, or the academically disadvantaged. The definition of academically disadvantaged is still uncertain.

Student Development - The application of human development concepts in a post-secondary setting so that a student can master

complex developmental tasks, achieve self-direction, and become interdependent.

Student Life - Those services related to the delivery of co-curricular activities; student activities; and social, physical, and cultural programming.

Student Support Services - A body of services consisting of the components of goal setting, assessment, instruction, milieu management, and evaluation.

Supervised study center - A quiet place where students can go to study which is like the library, but which has computers for student use and educators available to help problem-solve an assignment.

Transfer A: Internal - Students transferring between programs or departments within the college.

B: External - Students transferring to programs at other post-secondary institutions (colleges or universities).

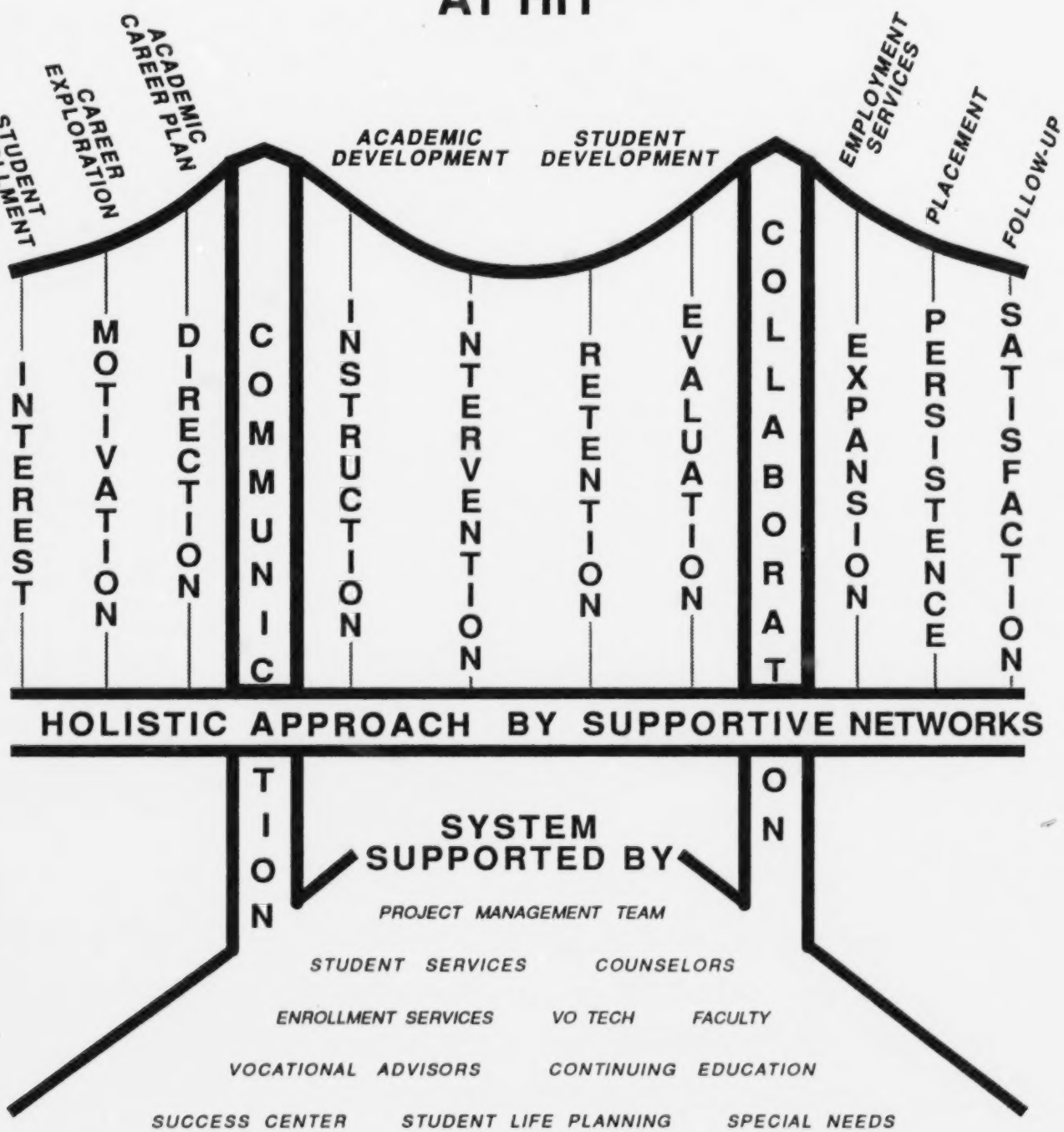
Transitioning A: High School students - Those activities designed to provide secondary students with enrollment information, tours of facilities, and services to expedite enrollment. This also includes coordination of support needed for students with disabilities.

B: Non-traditional students - Those activities designed to make non-traditional students feel more comfortable in the atmosphere of the college.

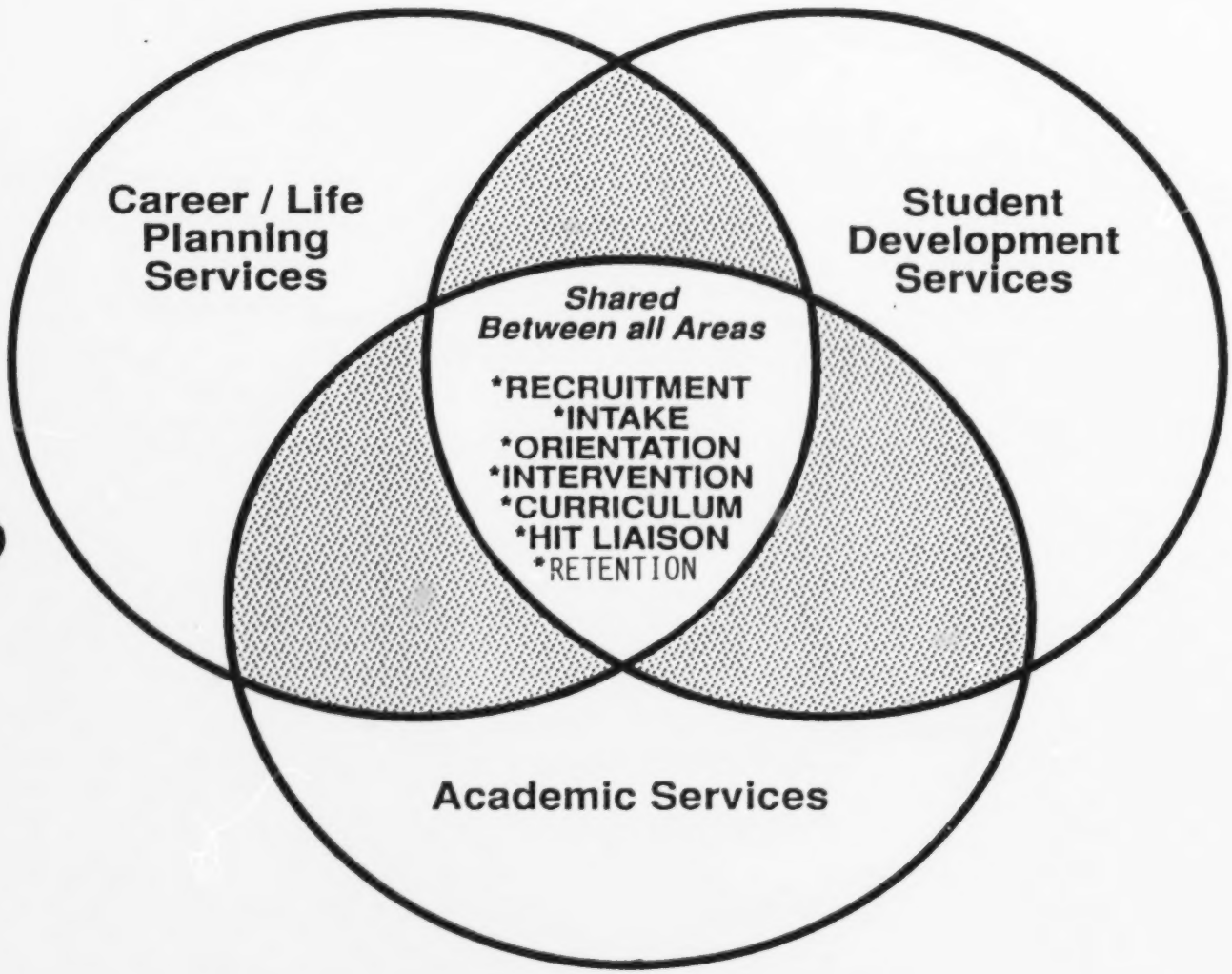
Tutoring A: Peer - One-on-one instruction by another student (peer) in a specific subject or class area. The peer tutor is usually someone who has demonstrated knowledge of the subject by successfully completing the course.

B: Professional - One-on-one instruction by a certified teacher or other trained professional in either a specific or general subject area. Professional tutors are trained in learning and education methodology.

BUILDING A COLLABORATIVE SUPPORT SYSTEM FOR STUDENTS AT HIT



LINKAGE BETWEEN THREE MAJOR COMPONENTS AND THE SERVICES SHARED BETWEEN AREAS



Shared services will be provided by various personnel who have basic knowledge of the overall process and who bring a perspective from their specific area of expertise and education. This delivery of services will offer students a continuum of information and support throughout their HIT experience.

EDUCATIONAL SERVICES CENTER

The charts on pages 15, 16, 17, 19, 21, 23, and 24, along with their accompanying narratives, describe the Educational Services Center as it has been designed by this team. In compliance with HIT's policy granting equal educational opportunity to all students, the Educational Services Center is available to all students of the college.

The purpose of the Educational Services Center is to provide early identification of at-risk students, to provide support services for any student enrolled in an instructional program at HIT, and to assist students and potential students at any time during their involvement with HIT. This may occur at pre-enrollment during recruitment, the career exploratory and enrollment process, or during the student's enrollment in any of the academic programs. Some services are also available to students who have graduated.

All services will be available to all students at all times that the center is open, but special attention is made to offer services which will enhance the accessibility to special populations during their involvement with HIT.

A uniform intake procedure will be developed and used by each area of the center to enable an easy referral process and to identify/classify students into various eligibility areas. This process will allow for easy tracking of contact hours and services so that the appropriate cost centers will be credited with the contract hours and so that the appropriate cost centers will be charged for services. Intake may take place at any time during the student's involvement with HIT, including during pre-enrollment.

(See chart page 15 describing relationship of services.)

These collaborative services provide four main areas of support.

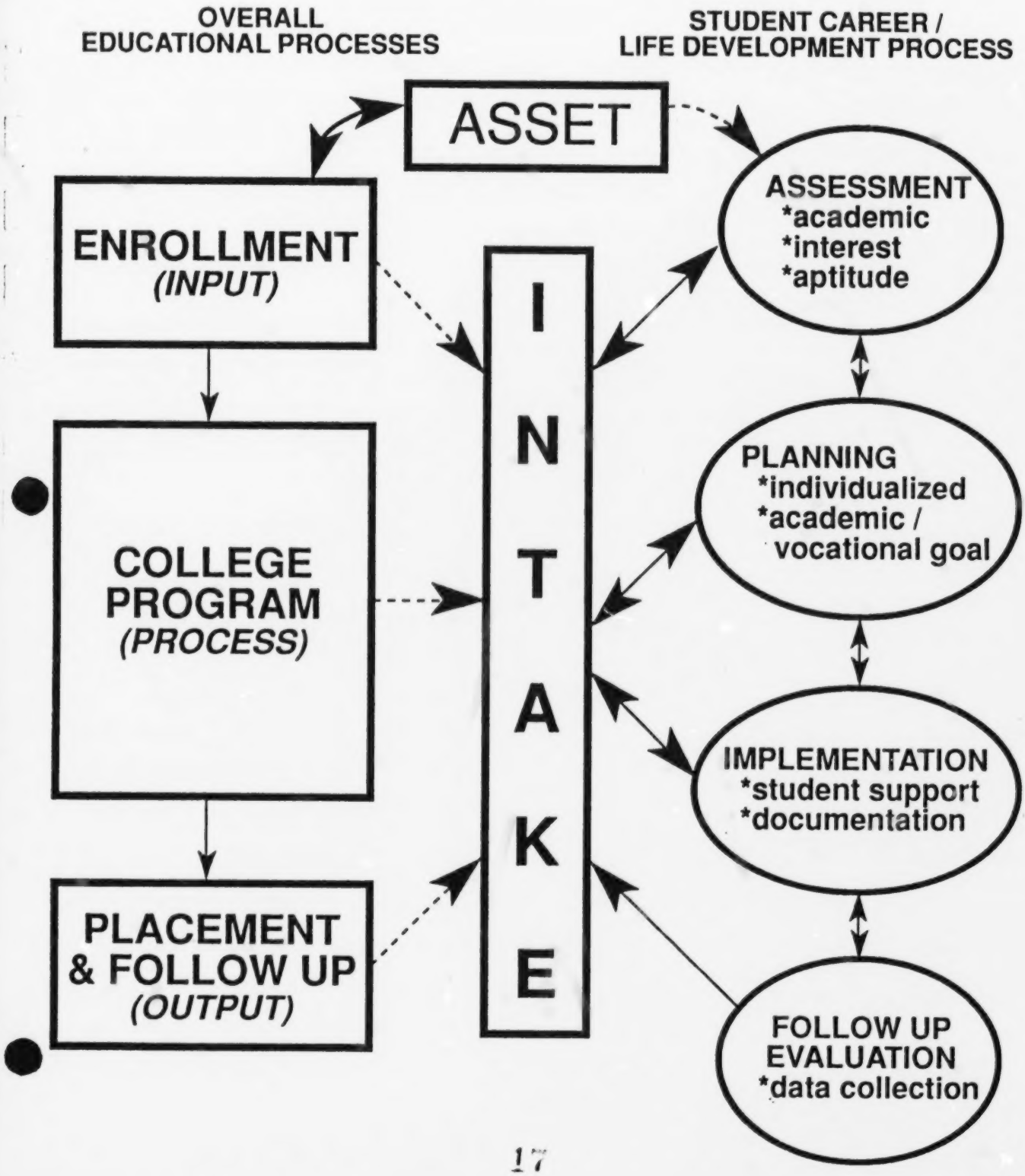
(1) Assessment - Students will complete a formal or informal assessment which may include academic, personality, interest or aptitude, or other activities to provide students with realistic accurate information.

(2) Planning - Students will identify an individualized academic or vocational goal based upon their guided evaluation of the assessments.

(3) Implementation - Students will be provided opportunity for the appropriate student support based upon their individual need. Examples of services include: tutoring, counseling, career and academic advising, drop-in learning center, and short courses. Documentation on each student's participation in all activities will be recorded and entered into the tracking system.

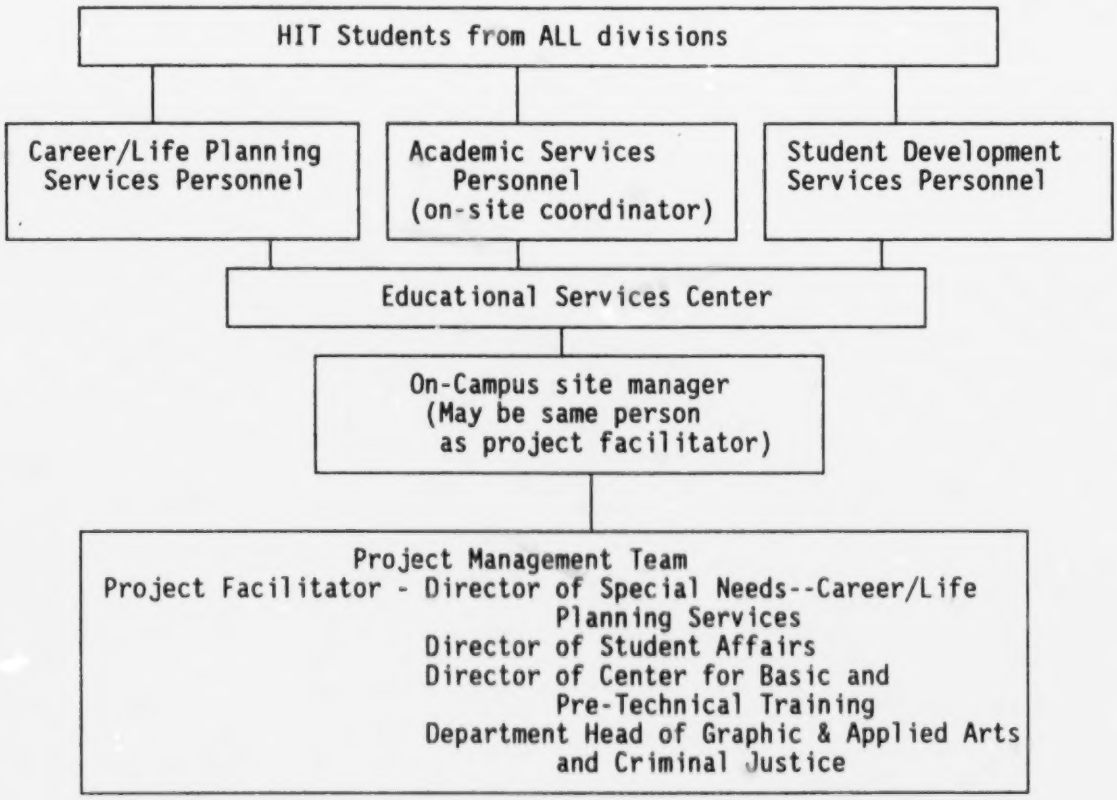
(4) Follow-up and Evaluation - The data collected will determine the adherence to performance standards set by outside agencies, federal guidelines, and state requirements. Continuous evaluation of the data will lead the service center team of providers to identify and respond to the strengths and weaknesses of the system in a timely manner.

THE RELATIONSHIP OF THE COLLABORATIVE SUPPORT SYSTEM FOR STUDENTS TO THE OVERALL EDUCATIONAL PROCESS



ADMINISTRATIVE STRUCTURE

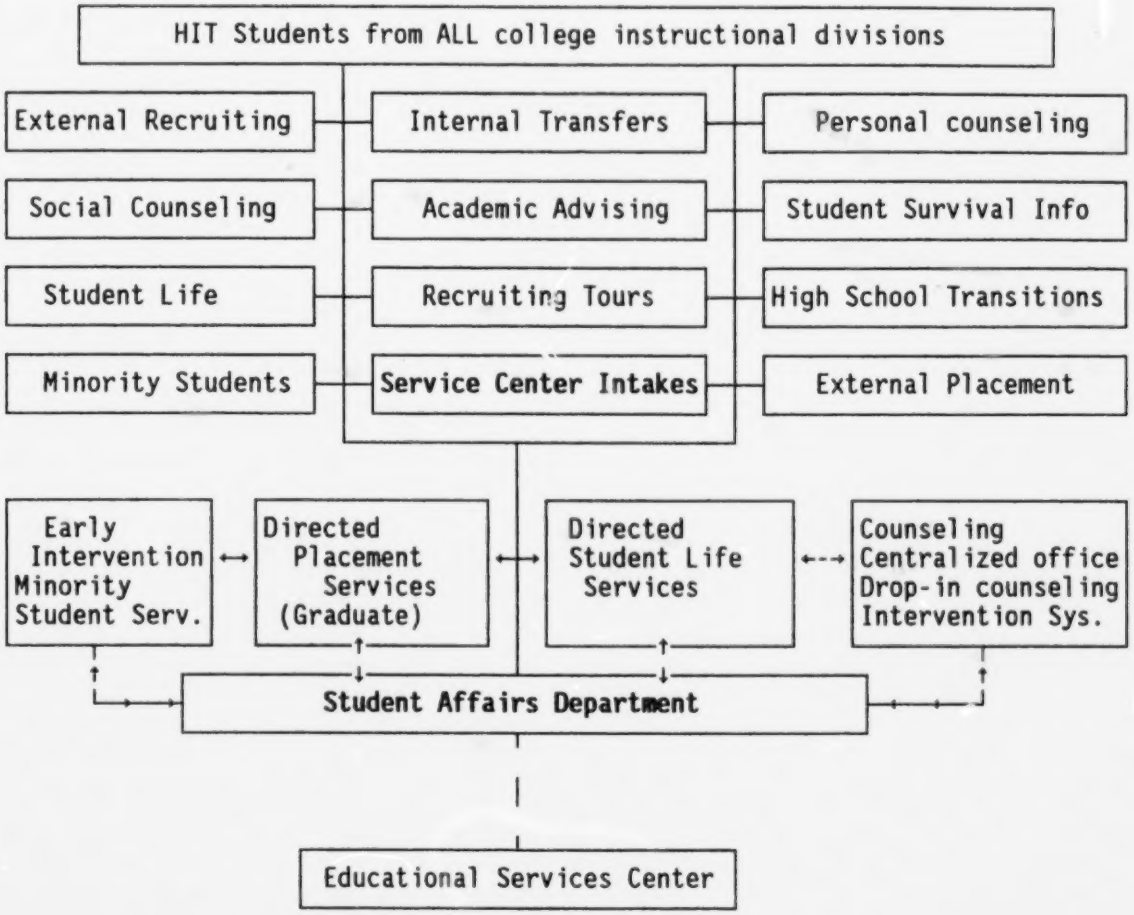
In order to maintain the cross-divisional nature of this project, the following flow chart illustrates how we view the communication and management/administration process.


HIT Students from ALL divisions
Career/Life Planning Services Personnel
Academic Services Personnel (on-site coordinator)
Student Development Services Personnel
Educational Services Center
On-Campus site manager (May be same person as project facilitator)
Project Management Team
Project Facilitator - Director of Special Needs--Career/Life Planning Services
Director of Student Affairs
Director of Center for Basic and Pre-Technical Training
Department Head of Graphic & Applied Arts and Criminal Justice

This chart is purposely drawn with the students at the top and the "highest" administrative staff at the bottom. Philosophically, the project team believes their role to be one of support of the function and decision makers when necessary.

The following charts and narratives illustrate how current and proposed services of the three (3) services areas on the chart will be provided.

Where there is a duplication of access to services among the three (3) areas, that access may be repeated on the departmental chart. These duplications are intentional. They will increase the ease with which students may access the available services in the Educational Services Center. It is the intention of the designers of this project that communication linkages will be clear and comfortable for the professional staff supporting the center so that student "run-around" will be cut to almost zero. We acknowledge that human nature causes some "run-around" problems.



The restructuring of the framework for the delivery of "student support services" acknowledges that the services to students which are currently in existence at HIT need refining. The student population enrolling at HIT is showing an increasing lack of preparation for the study required at the post-secondary level.

From the summer quarter 1990 through part of spring quarter 1991, there have been 1248 students who have received notification of less than satisfactory progress in their course work. This fact alone warrants increased attention to early intervention (before the traditional "mid-term" report). Over 59% of students who ended their enrollment at the college have indicated stress, financial conditions, family concerns, and academic deficiencies as the reasons. One survey conducted in the Gates Department of Business showed an overwhelming number of students indicated stress, test anxiety, study skills, time management, and self-concept as areas in which they feel they need help. These data provide a clear map as to what types of "student support services" are needed. (See Appendix 2)

Also, there are other issues that dictate a need to refine our delivery of services system. Operating a support services program in a changing economic

environment, dealing with the imperative of providing services to a more diverse population, and meeting the demands of external constituencies, whether they are federal or local, all exacerbate the delivery.

In order to assist academic support services and the career/life planning areas in meeting the indicated student needs and adjusting to the new realities of services delivery, the Student Affairs Department will be refining its delivery of service. All present services with the exception of the Graduate Employment Office, will remain the same. There will be increased networking with both academic support and career/life planning to ensure a team-planned and team-implemented approach to serving the students. Students should be able to flow among the various services with a minimum of "red tape."

New services to be provided by the Student Affairs component are--

Counseling:
1) A centralized counseling office located in the collaborative student support services center.
2) "Drop-in" counseling services.
3) Intervention/support groups for career/life planning and academic services students.

Minority Affairs:
1) Initial contact services with referral directly from the assessment (ASSET) center.
2) Strengthened intervention with early warning.
3) Support services for international students.

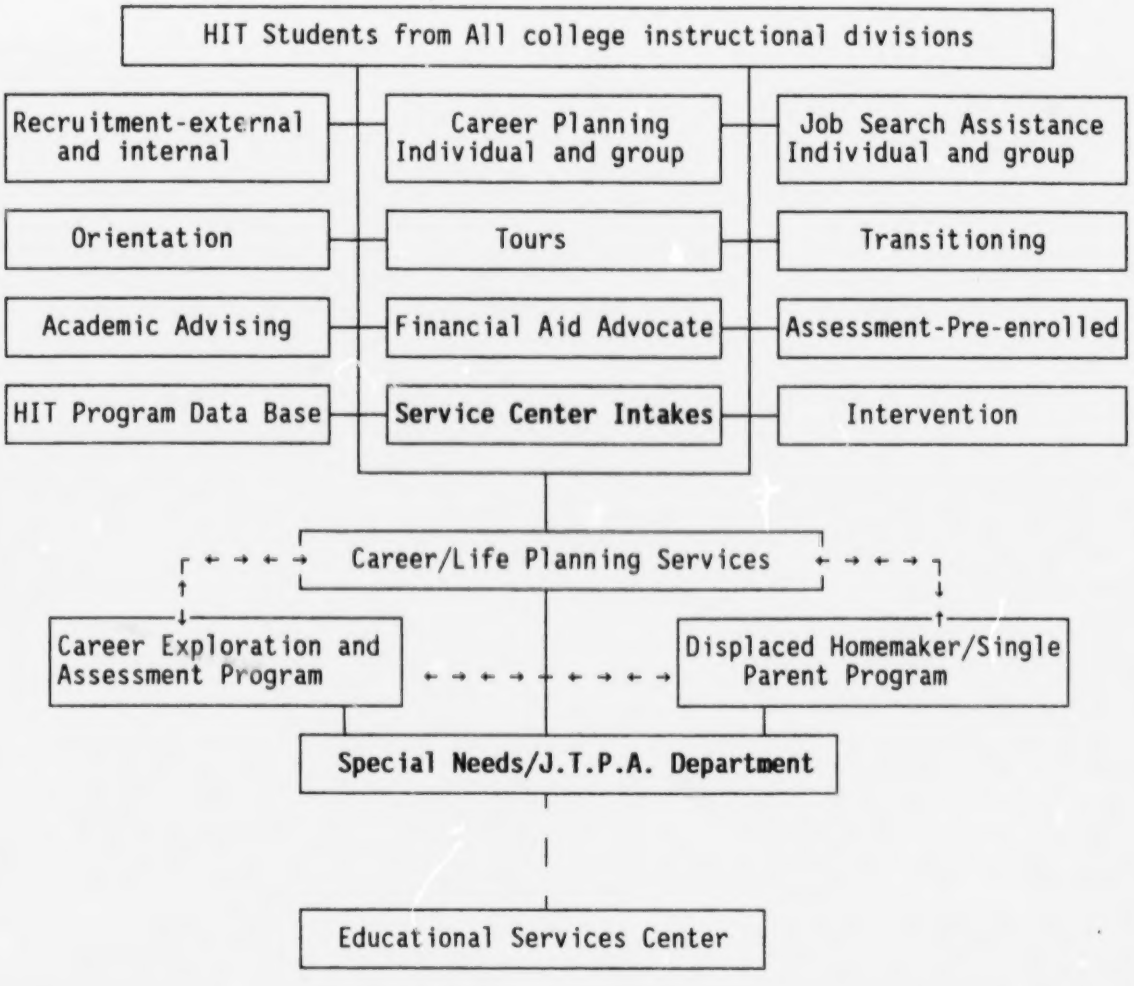
Student Life:
1) Activity programming to include academic support and career/life planning students.
2) ASAP (Area Student Assistance Program).

Graduate Employment Services:
1) Enhanced placement efforts for special needs students.

All components of the Students Affairs Department will be sharing responsibility, in concert with academic support services and career/life planning, for ASSET activities, increased internal and external recruitment efforts, transfer advising (in-house, 2 yr. and 4 yr.), intake processing, orientation activities, intervention processes, business office liaison (ombudsman), and curricular development. The ability to render these services are dependent upon the three (3) components to network homogeneous services.

The delivery of services will be facilitated by joint efforts. All areas of this project are dependent upon the others. Any student who desires, needs, or requests services will be able to secure what is needed. Purposeful facility management will enable a "center" that is centrally located, with the services students need. The major import will be measure in terms of the ability of the personnel assigned to the three components to network and provide a "blanket of service." Indications are the professional staff associated with Continuing Education and Economic Development and Student Services are capable and prepared to do so.

--Student Affairs Narrative by Sammie Dell



The Career/Life Planning component will expand its career planning services presently offered only at the Success Center to students on the main campus. We are not suggesting the elimination of career planning at the Success Center, as that program remains a valuable recruiting tool for the college. However, we as an institution need to provide more career planning activities and resources on campus to assist students, especially at-risk students, before they select and enroll in programs. We need to better serve: (1) the incoming student who lacks direction; (2) the non-traditional student who is uncertain about his/her skills and is fearful about training or retraining; (3) the high school student with disabilities who needs transitioning services; (4) the academically under prepared student who needs information about skill upgrading and available support services, and (5) the displaced homemaker or single parent who has outside responsibilities and commitments and perhaps needs to look at part-time options.

Comprehensive assessment at HIT needs to include not only academic assessment in the basic skills of reading, writing, and mathematics but should also include some type of career planning activity. The purpose for providing more

career planning activities on campus is to assist in external recruitment and to improve retention. Helping potential students who are uncertain to select a program that is realistic, based upon their academic abilities along with their interests can only help to improve retention. Getting students into the "right program" initially eliminates problems for the students, counselors, and faculty as the student progresses through their studies. If we value growth in enrollments, if we are to be "customer focused," and if we value retaining students, then these services need to be expanded to serve all students.

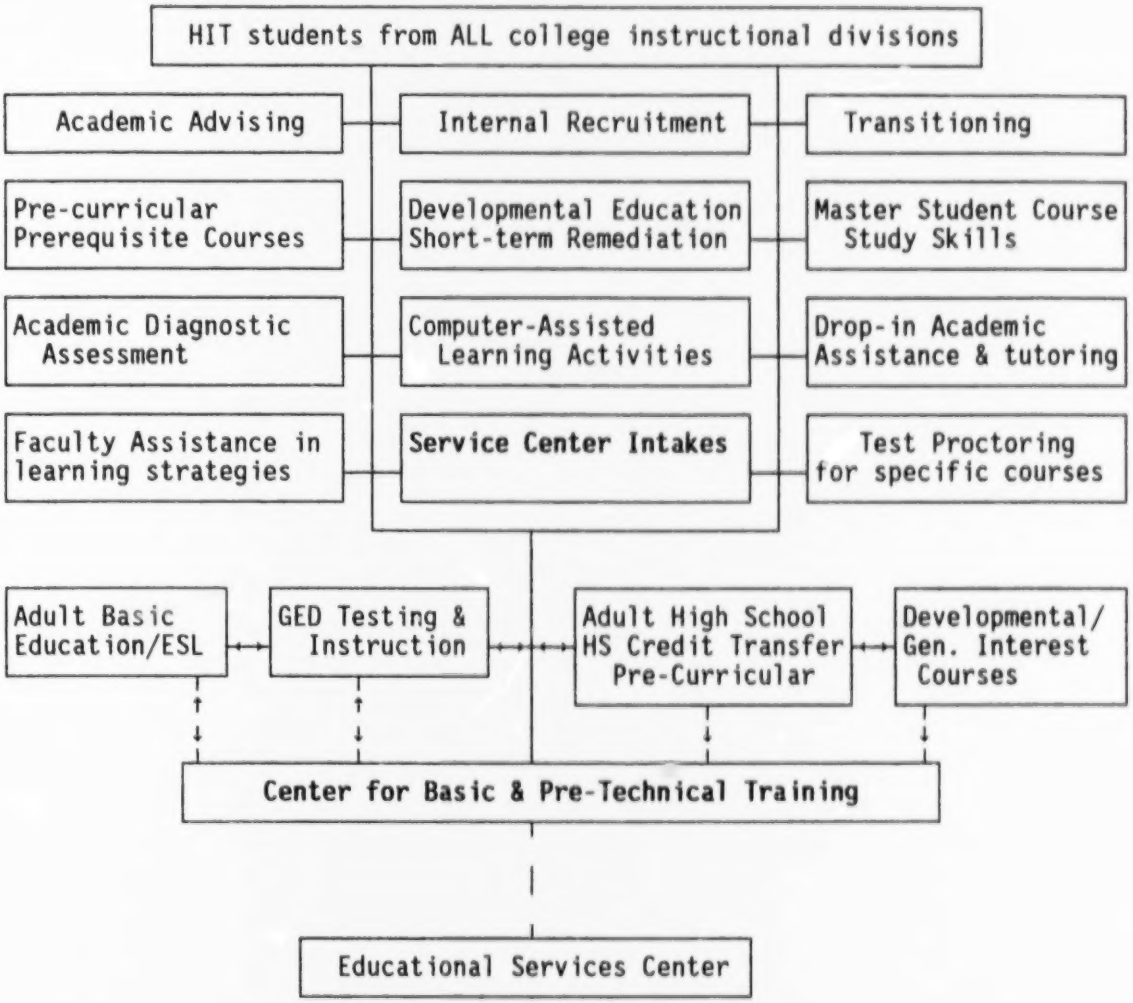
The Vocational Advisors in the Career/Life Planning component on campus would act as Educational Generalists. They would provide: (1) career planning services to individuals and groups; (2) academic program and course advising; (3) assist students who have taken the ASSET and are still somewhat undecided about their vocational choice; (4) administer various assessment tools to assist the student with his/her decisions; (5) provide job search workshops and assistance; (6) provide workshops in values clarification, decision making, and goal setting; (7) assist in completion of financial aid forms; (8) provide input and participate in orientations; (9) act as community liaisons with referring agencies; (10) do follow-up with pre- and co-enrolled students, and (11) act as advocates for the students during the pre-, co-, and post-enrollment periods at HIT.

Because of the general nature of the job description and the separate location of the current services, the role of the Vocational Advisor is confusing to many staff at the main campus. However, because of the versatility required, the vocational advisor can free up the certified counseling staff to provide the services the counselors were intended to provide: crisis intervention, academic counseling, personal counseling, conferences with students on academic probation, and external placement.

Referral to the Academic Services component of this project is naturally compatible because of the pre-enrollment assessment activities with individual and/or groups. During pre-enrollment, individual needs (both personal and academic) are reviewed and individual career plans are developed. If pre-curricular course work is indicated, referral to the Success Center ILC or to the academic services component will occur. If the student has the requisites needed, but academic support, computer-assisted learning or tutoring is indicated during enrollment to ensure success, referral to academic services will occur.

Early intervention and follow-up to see that students/clients/customers receive the necessary support is crucial to the success of this project. Integrating these services with other student needs and providing a holistic approach to the student will be enhanced by having all general student support services in a centralized area.

Career/Life Planning narrative by Dianne Shoultz



Currently, the academic services offered through the Center for Basic & Pre-Technical Training have been limited to offerings at sites off the main college campus. Educational Enrichment services have been provided on the main campus via the Special Needs funding system which required a 50 percent match by the college. Some students have not been eligible to access the Educational Enrichment services due to restrictions of the funding sources. The project team believes that blending these academic services and using a funding system which is tied to the student via contact hours will make the services more accessible to on-campus students, will allow for more shared curriculum between the Success Center and the main campus, and will offer a broad range of academic services which will complement services from Special Needs and Student Affairs.

Cross-training of instructional staff between the main campus and the Success Center sites will improve the services to students. Perhaps the staff of the academic support area will also be able to work out a method by which students can access both areas for assistance. The problems are predominantly ones of

data and materials transfer when needed.

The preceding chart illustrates a blend of the services at both sites. It is not the intention of this proposal to abandon these services at the Success Center or on the main campus, but rather in as much is possible to blend them. Staff from both sites will be certified educators with emphases in the academic areas of the liberal arts, specifically in reading, language arts, and mathematics. Full time staff members may be instructor/coordinators who will have both instructional and administrative responsibilities. In order to equally serve students at multiple times of the day, at least one reading/language arts and one math/science staff member will be on duty at all times. In order to have extended hours when there are classes on campus and to serve students during peak attendance times in both centers, staffing may be with part-time teachers.

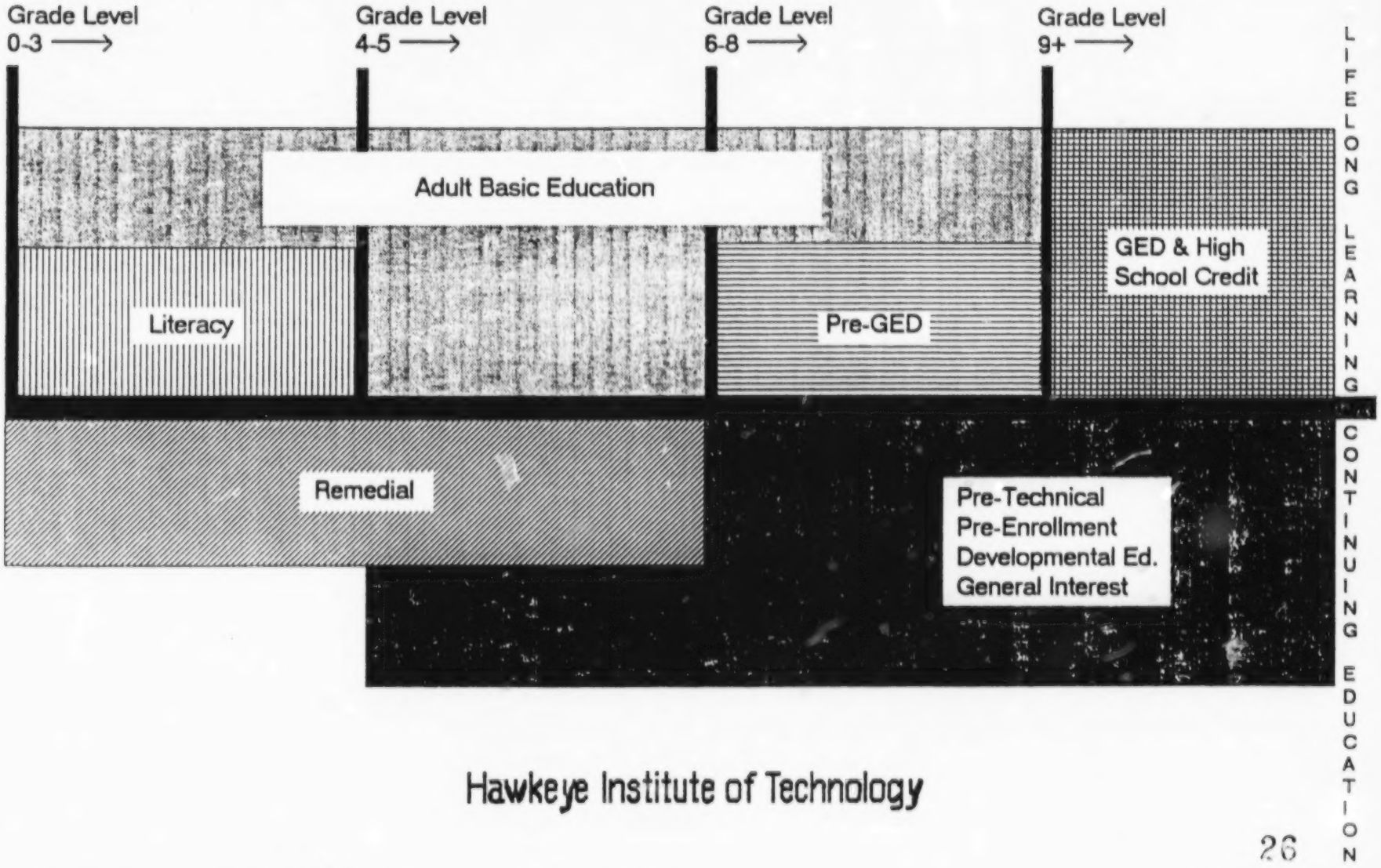
A significant part of the effectiveness of the academic support portion of this project is dependent upon the willingness of the academic staff to participate in the development of this center. Current EE staff have regularly submitted recommendations for change and improvement, and many of their recommendations have been incorporated in this report. (See Appendix 3)

Another element of the effectiveness of this project is the early intervention system and the ability of the staff to view the on-campus student body as the target market for their services. Internal recruitment by all members of the project will make the delivery of services very dynamic. Students will be more willing to take advantage of the services of the collaborative center when the marketing techniques of personal contact are employed. This marketing technique operates from the assumption that when students feel wanted and important, they are more willing to enroll. An added benefit of requiring the staff to participate in the recruiting of students to the collaborative student services center is that the staff members have some control over their future employment. Programs and services that are generating sufficient revenue through contact hours, grants, and other sources are less liking to be cut during economic hard times.

Services at the campus site will differ from the services downtown in several ways. Main campus services will focus upon students who are or will be students enrolled in college programs. For example, tutoring on the main campus will be either peer or professional for students having academic difficulty with particular courses; while tutoring at the Success Center is limited to a volunteer force of trained individuals who teach reading to adults who are non-readers. Services of the academic support component on main campus will be designed to aid students and contribute to the support of the on-campus faculty. Academic support staff will be educators who have developed multiple strategies for teaching so that students' learning styles will be addressed and so that faculty can use the academic support staff as a resource for their own teaching methods. It will be up to the academic support staff to create both the method and the atmosphere for these services to take place. The chart which follows this section of this report further enhances these concepts.

Academic Support narrative by Marge Skold

A Continuum for Success



Hawkeye Institute of Technology

PROCEDURE FOR IDENTIFYING & REPORTING STUDENTS & CONTACT HOURS

1

HOW STUDENTS ARE IDENTIFIED FOR SERVICES

ENROLLMENT SERVICES

VOCATIONAL ADVISORS

HIGH SCHOOL / AGENCY

COUNSELORS

SELF REFERRAL

ACADEMIC FACULTY

DEPARTMENT HEADS

OTHER INSTITUTIONAL STAFF

2

DEFINITIONS USED FOR STUDENT IDENTIFICATION AND TRACKING SYSTEM

PRE-CURRICULAR

Courses which are required for admission into programs

BRUSH UP

Instruction for students who have been away from the classroom or have forgotten concepts necessary to be successful in the classroom

SPECIAL NEEDS

SPECIAL POPULATIONS:

* Economically disadvantaged
* Minorities
* Non traditional
* Students w/disabilities
* Students w/limited English
* Single parents
* Displaced homemakers
* Academically disadvantaged

OTHER:

Students who do not fit in any other category

DEVELOPMENTAL ED.

Instructional and support services for preparation and enrollment to and transition from programs

STUDENT DEVELOPMENT

SUPPORT TO ENABLE STUDENTS TO:

* Master complex developmental tasks
* Achieve self direction
* Become interdependent

3

INTAKE PROCESS ASSIGNS STUDENT IDENTIFICATION AND TRACKING SYSTEM

VERIFY PRIMARY IDENTIFICATION CATEGORY

VERIFY STUDENT ENROLLMENT STATUS

* Pre-enrollment
* Co-enrollment
* Post-enrollment

VERIFY STUDENT PROGRESS

4

REPORT QUARTERLY LIST OF IDENTIFIED STUDENTS TO APPROPIATE PERSONNEL

(1) How students can access the Educational Services Center

Students may be identified to services by a variety of sources and at any time in their involvement with HIT. Referral forms are available to all personnel at all steps in the process in order to facilitate internal recruiting efforts.

Enrollment Services - During the admissions process, students may be identified through evaluation of the transcript, academic assessment (ASSET), or through career planning activities.

Vocational Advisors - Potential students who have completed career planning activities may be referred to any component. The vocational advisors will follow-up with students who are uncertain about their program selection with further career selection activities and may identify potential needs and referral to any of the components using the standard referral form.

High Schools & other agencies - Early identification of students with disabilities is essential. High school personnel and other referring agencies are encouraged to provide identification of the at-risk students to allow for a smooth transition to post-secondary academic life.

Counselors - Referrals can occur at any time during the student's tenure at the college. Appointments with counselors are often set up during the admissions process giving counselors the opportunity to identify any potential needs of the student.

Self-Referral - Students may self-refer at any point in the process of their education. Follow-up to determine eligibility in the various cost centers will occur during the intake process and by the area providing the services requested.

Academic Faculty - All faculty in all instructional divisions are encouraged to use the Educational Services Center either by referring students or by consulting with center staff to assist them in teaching strategies for students with special learning problems.

Department Heads - Often department heads meet with students before or during the orientation process. They are encouraged to identify or refer any student who may be in need of the Educational Services Center at any time during the student's orientation or enrollment.

Other Institutional Staff - All staff are encouraged to recommend the services of the Educational Services Center to any student who may benefit from them. Often support staff become aware of situations that can be solved by a referral to any of the available services.

(2) Definitions for identification and tracking system

Once a student requests service an intake form will be completed. Eligibility for services and assignment of student to a specific tracking system for recording contact hours will be determined using the following definitions.

Pre-curricular prerequisites - Students who do not qualify as Special Needs students and who are admitted to a program on the condition of completing prerequisite courses (i.e. Biology for Nursing) may access the services of the Educational Services Center or the Success Center ILC by enrolling in individualized courses in the subject necessary. Options in this category carry tuition charges. These tuition costs may be funded via financial aid programs if the student is simultaneously enrolled in the college program. Courses in this category may qualify as General Studies if a transfer division is added to the college. Currently, these contact hours are recorded either in Adult High School or ABE.

Brush-up - This is the instructional option for students who have been away from the classroom or have forgotten concepts that are necessary to achieve the necessary scores for admission on the pre-admission assessment (ASSET). For students who are high school graduates, this option carries a nominal tuition charge. Students who are NOT high school graduates or GED recipients may access this service through Adult Basic Education classes offered free of charge at the Success Center. These stipulations are consistent with the federal guidelines for use of ABE dollars. Contact hours may be recorded in ABE if they do not qualify in any other category.

Special Needs - Special populations are identified as: economically disadvantaged, minorities, non-traditional students, students with disabilities, students with limited English skills, single parents, and displaced homemakers. All services of the Educational Services Center accessed by these students will meet special needs criteria of service.

Developmental Education - Students who are conditionally admitted to a program, who have identified academic deficiencies, who have the potential to achieve the necessary academic proficiencies, and who do not qualify as special needs students may access the center in order to complete courses of study designed to improve their academic condition while taking other courses in their program of choice. Contact hours in this category may be counted in the program of enrollment until such time as the new Developmental Education cost center takes effect.

Student Development - Students may access the drop in counseling services, placement, career planning and job search, academic advising, and other Student Services options. These services are to enable student to achieve self-direction and become independent.

Other - Students may not fit into any of the other categories or may want to use the services of the center for other options will be tracked through this category. Options of service include: GED study and testing, using computers for out-of-class assignments, wanting an instructor-assisted place to study.

(3) Assign primary identification category

Once the intake form has been completed it will be important to verify the primary identification category and to verify the student's enrollment status.

Documentation will be essential to verify student progress in order to evaluate the effectiveness of the services and to accommodate the requirements of funding sources such as Carl Perkins dollars.

Primary Identification category - Some students may fit into a variety of intake categories; for example, single parent, minority, needing developmental education. It will be essential to indicate all the categories that apply during the intake process so that the administrators in charge can make the most informed decision for the appropriate identification category in which to count the student's activities. This process is particularly critical when considering special needs funding sources.

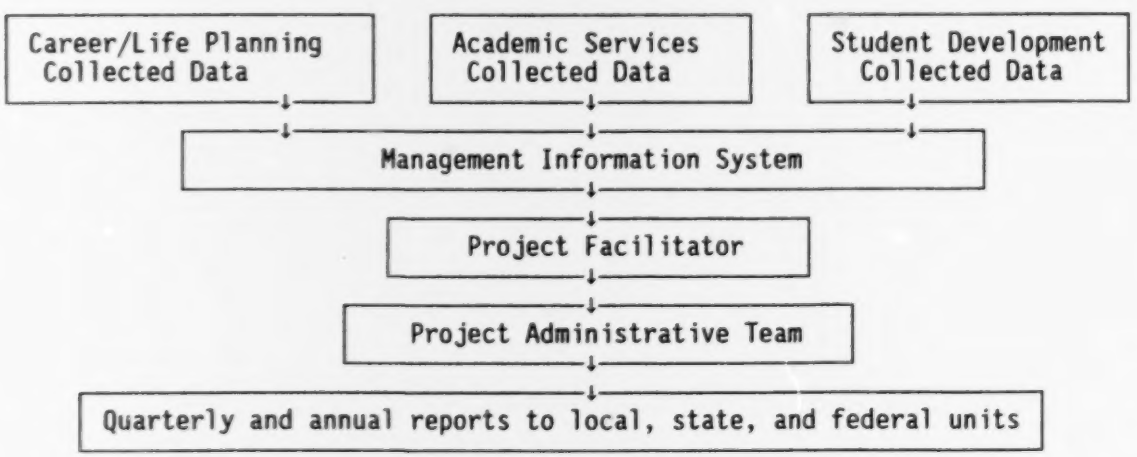
Enrollment in Academic Programs - It will be important to verify for tracking purposes the enrollment status of each student. Students may move through several tracking areas during their relationship with HIT.

Student Progress - Performance standards and measures will be required to measure competency gains made by students while accessing the services center. Follow-up to determine the progress of the student will be essential. It will be necessary to look at mid-term deficiencies, grade point, course grades, and any other available measures in order to see if the student has made progress. This process should help to evaluate the effectiveness of the collaborative student support services center.

(4) Report data

Student data including contact hours, will be collected throughout the process of the student's accessing the services of the center. Copies of quarterly data will be shared with the project management team as part of their on-going evaluation of the effectiveness of the services.

Reporting Process


Career/Life Planning Collected Data
Academic Services Collected Data
Student Development Collected Data
Management Information System
Project Facilitator
Project Administrative Team
Quarterly and annual reports to local, state, and federal units

WHERE WILL THE MONEY COME FROM?

(1) It is the belief of this project team that a clear audit trail can be developed which will tie the costs of services to the students who access the services. The team believes that the services in the project must be available to students in a quality educational program and that it is preferable to tie the costs of the services to the students served rather than to the positions charged with delivering the services.

(2) Money for the Student Affairs functions is already budgeted through the Student Services Division.

(3) The college will receive course and workshop tuition and contact hour reimbursement for those services provided by the academic support services component as determined by the student intake/eligibility assignment. (See the intake procedure description page 15.) Students who are co-enrolled in academic programs can be counted in those programs. Future use of the Developmental Cost center will serve students who are preparing to enroll as well as those who have need of drop-in academic support services.

(4) Funding for the career/life planning component will come from the same sources as the academic support services with the addition of Carl Perkins dollars and some shared expenses with Enrollment Services.

(5) It has been suggested that all students could be eligible to access the center if a student fee were charged for that purpose. For example, if students pay $5 per person per quarter in support of the Educational Services Center and if the enrollment is 1,670 for three quarters and 835 for summer quarter, the college would realize $29,225 per year toward these services.

(6) Institutional committment and support from grants, state general aid, and the Hawkeye Technical Foundation.

STAFFING AND PERSONNEL FOR COLLABORATIVE STUDENT SERVICES CENTER

Each of the three major areas of the proposed center have different staff needs.

(1) Student Development Component

Student Affairs staff will provide the services identified in the Educational Services Center project. No new positions are being recommended at this time.

(2) Career/Life Component

The Carl Perkins Vocational and Applied Technology Education Act of 1990 specifically addresses the needs of special populations and requires that post-secondary institutions provide assurances that equal access will be provided to all students who are members of special populations. This mandates that assessment, supplemental services, guidance, counseling, career development, and transition activities be provided to special populations.

Personnel in Special Needs/Career Life Planning Department which are needed to implement this project and meet the requirements of the Carl Perkins Act are -- (1) Administrator (Director)
(1) Secretary
(1) Evaluation Counselor
(1) Clerk Typist
(3) Vocational Advisors

*Administration -- One Director and one secretary

This director will direct the Career/Life Component, the special needs functions of the college, the J.T.P.A. contract and liaison activities for the college, and will be Facilitator of the Educational Services Center Administrative Team.

Characteristics of the director in this position--
* Experience in working with special populations and with counseling/social work.
* Knowledge of vocational education, community college education, and educational administration.
* Demonstrated expertise in assisting students with a wide range of abilities.
* Experience working with special needs populations in post-secondary institutions.
* Demonstrated experience in keeping accurate records that are appropriate to state and federal funding audits.

Functions assigned to the persons in this position include--
* Administer the identification of vocational education special population students.
* Coordinate the assessment of special population students with the college's institutional assessment process.
* Consult with and act as liaison among project team members, and the

academic support, counseling, and career/life components of the center.
* Articulate with area secondary personnel to enhance the transition of students with disabilities into the post-secondary programs.
* Coordinate and initiate staff development activities needed to assist faculty with their instructional interaction with special populations.
* Initiate and coordinate activities designed to promote the success of the collaborate student services center.
* Monitor/coordinate the record keeping necessary for the project: for example, contact hours, performance standards and evaluation, year-end reports, expenditures, and grants.

*Career Advisors/Planners -- Three Advisors (two located on the main campus and one located at the Success Center)

Career Advisors/Planners are those individuals who are charged with assisting potential and current students with their career and educational goals. Career assessment is a comprehensive on-going process with the purpose of identifying the characteristics, strengths, weaknesses, interests or clients/students, as well as their educational, training, and placement needs. These individuals conduct career exploration workshops, job search seminars, and do individual consultations regarding career planning.

Characteristics of these personnel are --
* Expertise in career assessment and other related assessment instruments.
* Ability to collect and interpret data for recommending student direction.
* Ability to be sensitive to students and perceptive of their personal and academic characteristics beyond statistical information garnered from formal instruments.
* Ability to motivate and guide special populations.

Functions of these personnel are --
* Assist students in developing individual career plans.
* Identify the interests, abilities, strengths, weaknesses and other individual characteristics of special populations and other students.
* Prepare and facilitate small group and individual career/job planning activities.
* Compile studies on current occupational, educational, and economic information related to assisting students in career development.
* Provide information on HIT programs to interested/potential students.

*Academic Assessment Personnel -- one evaluation counselor and one clerical staff. (Costs to be shared equally with Enrollment Services.)

Assessment is a comprehensive and on-going process with the purpose of identifying the individual characteristics, strengths, weaknesses, and interests, as well as the educational, training, and placement needs of students seeking to enter the college.

Characteristics of the evaluation counselor --
* Demonstrate knowledge of and experience with testing and measurement instruments in addition to the ASSET.
* Displays sensitivity to students and a perception of their personal and academic characteristics beyond the statistical information garnered from assessment instruments.
* Ability to translate student needs to others.
* Exhibits strong communication skills and the ability to cooperate with other professionals in the college.
* Demonstrates patience and flexibility when working with students and staff, particularly special needs populations.

Functions of the person in this job are split --
One-half of the time as a pre-enrollment assessment counselor --
* Administer and interpret the ASSET to in-coming students.
* Administer and interpret other assessment instruments.
One-half of the time as a transition counselor --
* Identifies special acceptance students.
* Follow-up on students identified as having disabilities to see that they are receiving support services.
* Conducts staffings on students.
* Enables the transitioning process for students with disabilities.

(3) Academic Support Component

Staff in the Academic Support Component will be part of the Basic & Pre-Technical Training Center and will cross-train with the staff of the Independent Learning Center housed at the Success Center.

Personnel in the Basic & Pre-Technical Training Center which are needed to implement this project are -- (1) Instructor/Coordinator II
(1) Instructor/Coordinator I
(4 to 6) Part-time Instructional staff or three (3) FTEE instructional staff

All personnel must hold Iowa Secondary Teaching credentials. One instructor/coordinator should have an academic specialty in reading or language arts. One instructor/coordinator should have an academic specialty in mathematics or the sciences. Part-time instructional staff should have academic specialties similar to the instructor/coordinators. Masters Degrees are desirable.

Characteristics of personnel in these positions --
* Experience working with students in individualized learning situations.
* Demonstrated skill in designing curricula in the basic skills.
* Sensitivity to students with learning problems of all kinds including diagnosed learning disabilities, lack of life experience, and low self-concept regarding ability to learn.
* Awareness of barriers to learning experienced by adults as well as the traditional college student.
* A genuine interest in assisting students who have encountered academic difficulties.
* Creativity and common-sense to identify learning problems and suggest solutions to both students and faculty.
* Strong interpersonal communication and human relations skills.

* Possesses a teaching personality.

Functions assigned to academic support personnel --
* The Instructor/Coordinator II will have the added assignment of on-site supervisor of the academic support services component.
* The Instructor/Coordinator I will have the added assignment of assisting the on-site coordinator with supervision, especially when the on-site coordinator is not present.
* Teach individualized courses.
* Develop curriculum.
* Assist students who drop-in with study and learning problems.
* Assist faculty in developing strategies for working with students who are experiencing learning difficulties.
* Teach students how to practice good study habits.
* Proctor tests.
* Assist students with disabilities who need one-on-one instruction assistance.
* Cooperate with professional tutoring staff in designing appropriate learning activities for students.
* Assist in training peer tutors.

SPACE NEEDS FOR THE COLLABORATIVE CENTER

Locating the services in a centralized area is a priority and is necessary to implement the "holistic" approach of the collaborative effort. Ideally, support services to students would be located near the library and cafeteria on the upper level of Hawkeye Center. Realistically, the current location of the Educational Enrichment area in Bremer Hall will be expanded to locate all the services necessary to operate this program from a centralized area.

Basic needs are:

7 offices (9x9 or 81 sq. ft.)	1 - site coordinators (shared) 2 - career advisors 1 - counselor 1 - shared tutor/staff room for working with students in a private setting, if need be. 1 - Graduate Employment Services 1 - Voc. Rehab. Counselor
1 office (12x12 or 144 sq.ft.)	1 - evaluation counselor and meeting area for staffings

1 Shared clerical and reception area ajacent to offices and workshop room for all offices.

1 classroom/workshop room (24x30 or 720 sq. ft.)

1 Evaluation center (11,000 sq. ft. area to accommodate 25 to 35 people for pre-enrollment and other types of testing including a waiting area. Should be contiguous to the evaluation counselor's office.) (See Appendix 3)

Maintain the current or equivalent space as is used by educational enrichment and the computer-assisted learning laboratory.

Several areas in Bremer Hall have been reviewed and could accommodate, with minor office space additions, the needs of the centralized support services area. Rooms 120, 122, 124, 126, 117, and 115 can be remodeled into some of the space needed for classroom and offices. The evaluation center should be in a quiet location away from the noise of banging locker doors contiguous to the evaluation counselor's office in order for the ASSET testing situation to be the most effective. (See Appendix 4)

A concern expressed by all members of the project team is that locating the centralized support services adjacent to the present EE does not allow for a separate or at least welcoming entrance from the inside campus sidewalks or for a direct welcoming entrance from the parking lot. For some students it is intimidating to go into an unfamiliar building in order to access the support services available. A campus entrance near the current Room 120 can alleviate this problem and will create a friendly and warm environment for all students, faculty, and potential employers who wish to access the Center.

It would be beneficial to provide student life and student affairs administration adjacent to this student support area; however, this plan does not incorporate moving those areas at this time.

SUGGESTED EXPENSE BUDGET

The project team recognizes that we were asked to recommend three separate budget scenarios; however, the intent of the administrative charge was to develop a comprehensive group of services in a centralized location that would support students through pre-, co-, and post-enrollment. We have developed what we believe to be appropriate comprehensive and collaborative services with the minimum staff required to implement those services. To reduce further the services and/or the staffing would jeopardize the project intent and the services to our "customers" -- our potential students, our enrolled students, and our graduating students.

We feel that within the suggested services and staffing patterns there are options available to further minimize costs, if needed. We have also reviewed ways of increasing revenue. Some of the options were presented in "Where will the money come from?" Additional options would be --

(1) Since the project is driven by the contact hours of the students being served, charge backs to various cost centers can be developed. (Student Services, Continuing Education, Vo-Tech, others?)
(2) Tuition can be charged for prerequisite courses, workshops, or other services provided.
(3) Student fees at $5 per quarter could be charged for the center.
(4) Contracts for some personnel could be reduced from 12 to nine or ten months.
(5) Introduce more part-time personnel to the process.

When looking at the total costs of this project, it is important to remember that the students being served will generate tuition and contact hour reimbursement for the institution. When the new Developmental Education Cost Center starts, we will be allowed to double count hours for those students who access these services.

Some significant data related to special needs students this year indicate that the Career Exploration component will generate 6,820 contact hours, Computer-Assisted Learning Lab will generate 6,256 hours and educational enrichment will generate 7,986, for a total of 21,062 hours to be reimbursed at $2.59 = $54,551. These total estimated hours are low as they do not include staffing hours, increased clients being served in the career compoment, and increased usage of the academic component which will employ internal marketing for students. In addition to reimbursement, tuition charged for the career exploration activities will generate approximately $15,000. (See Appendix 5)

There is no accurate way to project the revenue generated from contact hours in the academic component which are above and beyond the services to special needs students. However, as the development education cost center is phased in, all of the services represented in this Educational Services Center will be eligible contact hours. A measure of the tuition generated from students enrolling in prerequisite courses can be taken by reviewing the list of registrations for these courses offered through the Success Center. (See Appendix 6)

STATE OF IOWA
TERRY E. BRANSTAD, GOVERNOR

DEPARTMENT OF EDUCATION
WILLIAM L. LEPLEY, Ed.D., DIRECTOR

February 21, 1991

John E. Hawse, President
Hawkeye Institute of Technology
1501 East Orange Road
P. O. Box 8015
Waterloo, IA 50704

Dear Dr. Hawse:

The Department of Education would like to express appreciation for the cooperation extended to Richard Latch during the on-site visit to your institution on February 12, 1991. The purpose of this visit was to verify compliance with the Perkins Special Needs legislation and for those colleges that who had submitted a corrective action plan to confirm they had implemented the steps outlined. Listed below are the findings the Department has as a result of our visit.

Strengths

1. The commitment of your staff in providing support services to students with special needs. We want to thank Diane Shoultz and Kathy Ormond for their time, effort, and help in reviewing student records.

2. Your college's implementation of a paper referral system to document students sent to the learning center by vocational staff. This was one of the recommendations made by the Department of Education audit team last summer.

3. Your college's development of two guides, one for students and one for faculty, that explained services and aids for students with disabilities.

4. The emphasis this year that Hawkeye placed on providing staff inservice programs on working with handicapped and disadvantaged students.

5. Hawkeye's career awareness fair at the Uni-Dome for students with special needs, which provided students and their parents with information on services and programs available at Hawkeye Tech.

GRIMES STATE OFFICE BUILDING/DES MOINES, IOWA 50319-0146

Concerns

1. The computerized system that Hawkeye adopted this year may be good for monitoring and tracking students with special needs, but it becomes very cumbersome when used to document why students are flagged in the system. For example, one student was flagged for having a low GPA but transcripts showed a 4 point average. This individual may have been entered due to a low midterm grade but their was no backup documentation. This is the first year Hawkeye has used this system, which might explain why back up documentation of special needs students was not always available.

2. We commend the emphasis placed this year on staff inservice dealing with special needs issues. We hope that these workshops will not be limited to this year but will be offered on an ongoing basis.

3. With so much emphasis placed on cost cutting measures, we encourage your colleges not to cut back on services to students with special needs. The new Carl Perkins Bill no longer requires a 50% money match but mandates that institutions must continue to provide supplemental services to students with special needs.

Recommendations

Hawkeye needs to link their student documentation to the computerized tracking system. The college needs to continue the same high standards of documentation that were in place with the manual system.

If you feel there are any errors included in the concerns outlined above, please contact my office (515-281-3599) for further clarification. Your cooperation in this follow-up visit was very much appreciated.

Sincerely,

Harriet Howell Custer, Ph.D.,
Chief, Bureau of Student
and Educational Services

HR:cr

cc: Diane Shoultz, Special Needs Coordinator
Richard Latch, Special Needs Consultant

Hawkeye Institute of Technology

P.O. Box 8015, Waterloo, Iowa 50704-8015
(319) 296-2320

MEMO TO: Sammie Dell Date: 11/1

FROM: Etta Miller Counseling Dept. SUBJECT:Special Interet Study

Following are the results of a survey done with first quarter students in two departments. Counselors are in an on-going process of trying to provide services which will meet student's needs. Some methods used are assistance with department orientations, career/academic counseling, workshops on stress management, self-esteem and study skills. Also available are handouts, videos, and books on all of the topics listed below. A non-traditional support group called "The Great Wednesday Get-A-Way" and a social/emotional growth group called "Self-Discovery" are held weekly.

Please feel free to invite us into your classrooms to speak on any of these topics and/or refer students to us. We appreciate staff concern for students and the teamwork shown in all of our efforts.

ORIENTATION SPECIAL INTEREST SURVEY REPORT

ITEMS	NUMBER EXPRESSING CONCERN
STRESS	86
STUDY SKILLS	82
TEST ANXIETY	58
TIME MANAGEMENT	44
POSITIVE SELF-CONCEPT	44
WELLNESS	40
DEPRESSION	33
MONEY MANAGEMENT	29
SINGLE PARENTING	22
PROBLEMS WITH CHILD TO AGE 12	18
ASSERTIVENESS TRAINING	16
NUTRITION	16
MARRIAGE PREPARATION	13
VALUES	11
PARENTING	11
SINGLE LIFE	8
PROBLEMS WITH TEENS	7
SUBSTANCE ABUSE	4

1990-91
Student Progress
Report

July 1, 1970 - Present

APPENDIX 2a

	PROGRAM	GENERAL SUBJECTS	MATH	ENGLISH COMM SKILLS	HUMAN REL EMP STRAT.	TYPING I INTRO COMP
INDUSTRIAL TECHNOLOGIES	MET	5	1			
	MAC	40	1		1	
	TAD	14	2			
	DDT	9			1	
	IST	4	3			
	ACD	7	8			
	CET	9	1			
	MDR	2	3			
	WEL	3	2			
	RAS	5				
	TOTAL	98	21		2	
ELECTRONICS	EDT	9	1			1
	EET	61	25		1	
	EST		6			
	AST	5	7			
	AET	5				
	H. + AIR	12	4			
	TOTAL	92	43		1	1
AG + NAT RESOURCES	A. SCI	23		4		
	F. MT	7				
	H. SCI	13				
	A. BUS	4				
	TOTAL	47		4		

1990-91
Student Progress Report

APPENDIX 2b

DEPT.	PROGRAM	GENERAL SUBJECT	MATH	ENGLISH COMM. SKILLS	HUMAN REL EMP STRAT	TYPING I INTRO COMP
AG + NAT SOURCES	AN. SCI	23		4		
	F. MGT	7				
	H. SCI	13				
	A. BUS	4				
	TOTAL	47		4		
LOWER TECHNOLOGIES	A. BODY	23	5		3	
	A. PARTS	18	1		6	
	A. E. T.	3	1			
	A. TECH	13	6	2	12	
	AMT	16	1	1		
	D. M. T	7	3		3	
	IND/AG	7	8	3	2	
	TR DR	3				
	TOTAL	90	25	6	26	
BUSINESS	ACCT'G	43	6	18	1	4
	BOC	18	1	6		
	D. ENTRY	17	3	6	2	
	M. MGT	57	8	13	2	3
	E SEC	24	3	3	1	1
	SEC	8	3	1	1	
	JR. ACCT'G	8	3	3	1	
	M. SEC	17	1	5		2
	TOTAL	192	28	55	8	10

1990-91
Student Progress Report

APPENDIX 2c

DEPT	PROGRAM	GENERAL SUBJECTS	MATH	ENGLISH COMMI. SKILLS	HUMAN REL EMP STRAT	TYPING INTRO COMP
HEALTH	R. T. T.	19	10			
	L P. N.	127	8	1		
	A D N	47				
	D. A	13				
	D. H.	24				4
	TOTAL	230	18	1		4
GRAPHIC ARTS & PUBLIC SERVICE	C. A.	22	1		3	10
	TFM	11	5			
	S L. PRE	3	1	1	5	1
	I. D.	12		2		2
	CHILD CARE	5				
	PHOTO	19		11		
	P. SCI	42	6	27		6
	TOTAL	114	13	41	8	19
ALL PROGRAM TOTALS		910	148	111	45	34
		1248	STUDENTS WERE HAVING DIFFICULTY IN AT LEAST ONE SUBJECT.			

March 22, 1991

TO: Bob Beener,
Counseling Coordinator

FROM: Cheryl Newson, Secretary

SUBJECT: PARETO CHART - "EXIT INTERVIEWS"

During Quality Enhancement training, an assignment was given to conduct a survey and tally the results to design a Pareto Chart.

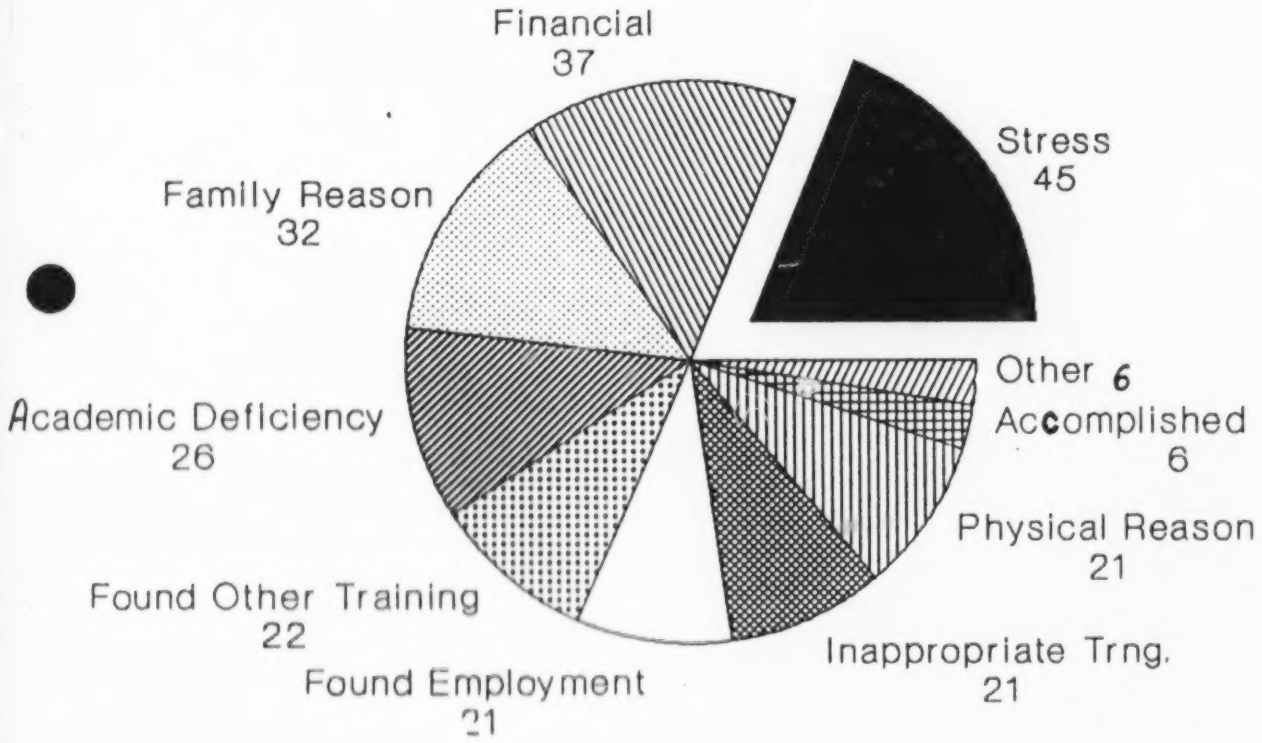
The survey I conducted was a tally of "reasons" as to why students chose to withdraw or "exit" from H.I.T.

My data was collected from the Exit Interview sheets from which data is entered daily on a database entitled "Exit".

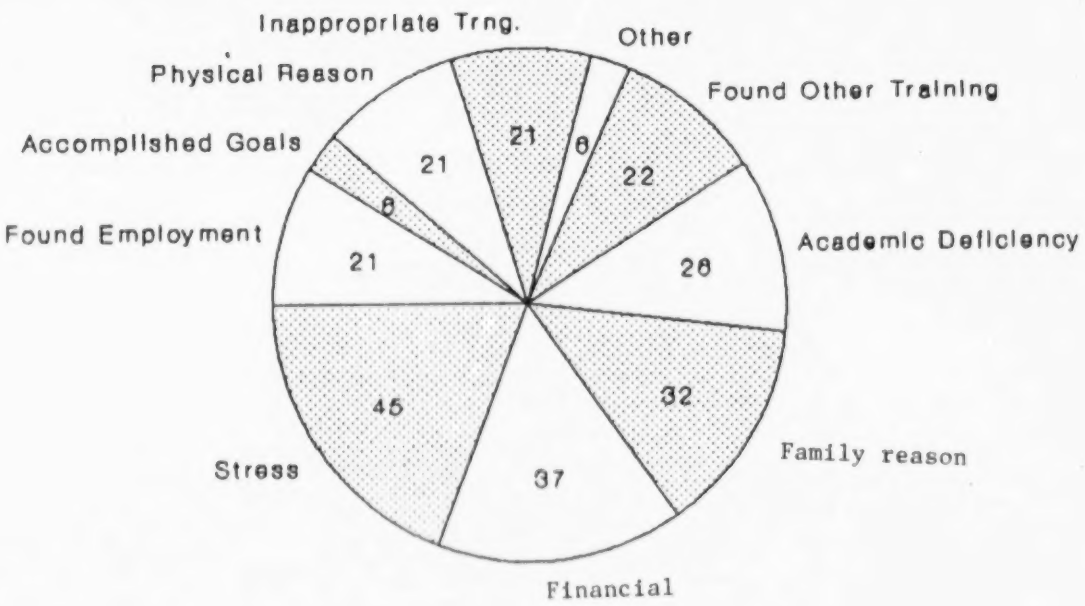
A sample of 237 exit interview forms were taken and the results are as follows:

Primary Reason for Leaving H.I.T.	TOTAL	CUMULATIVE	PERCENT
Stress	45	45	19
Financial	37	82	35
Family Reason	32	114	48
Academic Deficiencies	26	140	59
Found Other Training	22	162	68
Found Employment	21	183	77
Training Inappropriate	21	204	86
Physical Reason	21	225	95
Have accomplished goal at H.I.T.	6	231	98
Other	6	237	100

Exit Interviews
Based on Sample of 237



Exit Interviews
Based on Sample of 237



FOR DISCUSSION ONLY

TO: John Sorenson
FROM: Mary Jensen
Sally Browne
Date: March 21, 1991
RE: Utilization of on-campus special needs staff

Since our status as a pre-curricular program ended, we have believed that faculty resources in the Educational Enrichment Program would be better utilized by having instructors teach half-time in the learning center and in skills-related workshops and half-time in program credit courses. The following reasons support this view:

1. Effective cooperation between regular staff and learning assistance staff would be facilitated by our working in the same buildings and toward the same goals. We would know better how to serve them and their students; they would better understand how to utilize our capabilities.

Under the previous developmental education structure, we were constantly working to overcome our isolation from the regular instructional routine of the campus. Under the current learning assistance structure, we are finding it increasingly difficult to find out what needs to be done for students and to establish our credibility, to staff and students, as providers of valuable service.

2. Without a large-scale educational effort to train the general faculty in how to use learning assistance, there seems to be no other way to increase use of these services except by extending ownership to faculty. Increasing faculty contact with us and giving them greater input into learning assistance could improve our student numbers and the attitude of some students with whom we work.

3. The current Ed Enrichment instructors could belong to a pool of general education staff, with learning assistance and developmental courses being the responsibility of the group and individual instructors assigned to these duties, as to regular classwork, on a rotating basis.

3. If the ASSET test is used to place students in appropriate course sections based on educational achievement, the school will need people who can design and implement such course offerings. These people should be grounded both in developmental theory and practice and in the instructional realities of the voc-tech programs.

Please consider these musings, and look forward to the next exciting installment.

TO: Gordon Fleckenstein

APPENDIX 4

FROM: Dave Fish

DATE: December 19, 1990

SUBJECT: Implementation of Asset Assessment

We have just completed ordering all the items we need to implement Asset testing. Our preliminary plan is to initiate the new assessment during spring quarter, 1991. However, one issue remains unresolved. Basic skills assessment continues to be given in various locations around campus, usually in the same location as the "orientation" or "preview" session. This has presented many problems during the first few months of its implementation and we expect it to create more problems when Asset assessment is initiated.

First, the Asset computerized scoring system is a stationary scanner/personal computer system that is recommended to be housed in the same location in which the assessment takes place.

Second, the use of various locations for assessment does not consistently provide an appropriate facility for public seating of those persons accompanying the prospective student (we recently received a SIP pertaining to this!). In addition, it has been difficult to find a place to talk confidentially to students about their basic skills levels and their anxiety about assessment. We need to acknowledge that assessment is very threatening to some people and take this into consideration when we design the assessment environment. A quiet, clean and pleasant assessment environment is also essential for good public relations.

Third, we are using the Evaluation Counselor and Evaluation Secretary inefficiently and ineffectively by asking them to work away from their offices during assessment. The Evaluation Counselor does not always have on hand appropriate resources while talking to the applicants and the secretary cannot effectively perform all her duties while away from her desk.

Fourth, Deparment Heads have not always found rooms to assess students within their vo-tech department. A two or three hour block of time has been very difficult for each department to find a time appropriate for an orientation and assessment session. Room scheduling conflicts have been a problem even when we have been scheduled to use a room for assessment.

In order to solve these problems and potential problems, we propose an Evaluation Center of approximately 1,100 square feet that would include an assessment area for up to 50 students, a small waiting area for 15 persons and the Evaluation Secretary, and an office for the Evaluation Counselor. The Evaluation Center would provide basic skills assessment services, services to learning disabled students and, potentially, test scoring services to faculty. We believe that this Center should be next to or near the Educational Enrichment Center since both services compliment one another and students often seek assistance from both areas at the same time. One location for assessment would also improve test security, which is compromised to some extent by moving assessment from building to building.

If H.I.T. does again give birth to an Evaluation Center, it would help us solve the problems listed and provide us the ideal atmosphere for Asset assessment.

APPENDIX 4a

Hawkeye Institute of Technology

A Smarter Way to Your Future

P.O. Box 8015, Waterloo, Iowa 50704-8015
(319)296-2320

MEMO

TO: Dave Fish

FROM: Mary Manning

RE: Testing

DATE: November 1, 1990

In July when my office was moved to Bremer Hall, Gordon said to me, "Just try it, and if it doesn't work out, I promise we will find you a testing room." Dave, as is evident from my mid-October memo to Gordon, the current testing situation is not working to the advantage of the student. I believe it's time to accept Gordon's offer from July and have our own Evaluation Center. We need to do this before a crisis erupts.

After receiving that memo, Gordon asked me if LaTanya could do the testing by herself and simply send students over to my office in Bremer after they finish testing. I beleive that would be cumbersome and time consuming for the prospective students. Additionally, I do need to either be there or very close because of various situations which arise from time to time. It also cuts down on administration and correction time if two of us are there.

On October 23, a potentially detrimental situation occurred. A woman who had completed testing started to cry as I was going over her test results with her (with the other students still waiting in the same room). She did very well on the tests, but it was still an emotional experience for her. I asked her if she could wait while I spoke with the other students. Luckily, she was able to wait, and she came over to my office in Bremer with me, where we were able to discuss her anxieties in the privacy of my office.

Some possible solutions to this problem:

1. The John Deere office and connecting room are extremely under-utilized. They could have this office and I'd take theirs, along with the connecting classroom. When they do need a classroom, perhaps a coordinating schedule could be worked out with the nursing assistant classroom (Rm 112) or classroom 125.

   The Nursing Assistant program will not be starting again until January, and currently there is not one in progress. Obviously this space is not being effectively utilized.

2. Another idea would be to take Room 114 as the Evaluation Center. It, too, is under-utilized. Those students could use Room 125 as a classroom.

When I talked with Gordon, he asked me to come up with a solution. I have presented several. I hope we can take action on one of these before Winter quarter.

BREMER HALL
Bldg. #3

AG & NATURAL RESOURCES
ELECTRONICS
DEVELOPMENTAL ED

APPENDIX 5

APPENDIX 6

Hawkeye Institute of Technology

P.O. Box 8015, Waterloo, IA 50704-8015
Campus (319) 296-2320 Success Center (319) 234-5745
FAX (319) 296-2874 FAX (319) 234-5748

TO: Gordon Fleckenstein, Vice President, Student Services
Rick Stoltzfus, Vice President, Fiscal Affairs

FROM: Dianne Shoultz, Director of Special Needs/JTPA

DATE: February 22, 1991

RE: ESTIMATED Special Needs Contact Hours for FY 91

Computer Assisted Learning Lab - 6256
Educational Enrichment - 7986
Career Exploration - 6820

Based on:

	ACTUAL Summer		ACTUAL Fall		ESTIMATED TOTAL
CALL	349	+	1969 (x 3qts) =	5907	6,256
EE	1,020	+	2322 (x 3qts) =	6966	7,986
CEAP	1,588	+	1744 (x 3qts) =	5232	6,820
			ESTIMATED TOTAL CONTACT HOURS		21,062

I think the total estimated contact hours may be low as EE hours should increase as more students become aware of the services. These figures do not include Mary Manning's staffing hours, and numbers of clients served is up from last year in our career component.

Total estimated Special Needs contact hours/funding formula reimbursement:

21,062 x $2.59 = $54,551.

(if we receive full FY92 "allowable cost expenditure" that Bob Yeager talked about)

Our Career/Life Planning component also generates fees, tuitions for the institution. See Appendix A.

As of 1/30/91 - $7,454.75 (Last year $14,798.50)

New Directions also generates fees and tuitions for the institution;however, these contact hours are generated on separate CE-4's.

As of 1/30/91 - $6,500.75 (Last year $15,398.77)
The Automated Industrial Tech program for women begins in March, 1991 which generates approximately $6000.

Total estimated contact hours for FY 91:

21,062 x $2.59 = $54,551.

Tuition, Fees from Career Exploration activities	$15,000.
Tuition, Fees from New Directions	$15,000.
TOTAL ESTIMATED INCOME	$84,551.

This total is predicated on the figures I received from Bob Yeager (See memo dated 2/20/91). This also does not include the number of tuitions that are generated by students who have enrolled after receiving career planning from the career advisors.

APPENDIX 7

H.I.T. Success Center
Course List

Course Number	SSN	Q T R	Start DATE	Student Name	Empl. Code	Level	TABE
** Reading Improve.							
P7500MC91	478-78-8598	3	02/21/1990	Bentley,Brenda	3	3	9.3
P7500MC91	482-90-4160	3	03/01/1990	Dalton,Rhonda	3	2	7.0
P7500MC91	480-88-8349	1	09/17/1990	Dickens,Tangela	2	2	7.2
P7500MC91	480-88-8349	3	03/27/1990	Dickens,Tangela	2	2	7.2
P7500MC91	485-78-9038	1	09/15/1990	Ernster,Autumn	1	3	9.9
P7500MC91	483-78-5934	1	08/28/1990	Garris,Tawana	3	3	12.9
P7500MC91	483-54-9074	1	07/16/1990	Huisman,Leo	3	2	8.2
P7500MC91	481-92-7061	1	07/17/1990	Jensen,Stephanie	1	3	12.9
P7500MC91	481-78-3964	3	02/26/1990	Jones,Kathy	3	2	8.4
P7500MC91	485-70-4385	2	10/22/1990	Joyce,Debbie	2	2	7.0
P7500MC91	482-92-8327	1	09/10/1990	Kuhl,Tim	2	2	7.5
P7500MC91	481-78-4478	4	04/10/1990	Krantz,Alan	3	2	8.1
P7500MC91	503-48-8042	1	08/10/1990	Kurtenbach,Deanna	2	2	8.8
P7500MC91	478-92-8801	1	08/23/1990	Meeks,Albert	1	3	10.8
P7500MC91	471-94-3886	3	02/18/1990	Nelson,Dana	3	2	7.0
P7500MC91	478-98-8562	1	07/01/1990	Nicol,Tana	2	2	8.9
P7500MC91	480-74-3838	1	07/24/1990	Northey,Vicky	3	3	10.2
P7500MC91	351-52-7117	3	02/11/1990	Olive,Bryant	2	2	7.8
P7500MC91	478-86-6498	1	09/12/1990	Oliver,Harold	1	3	10.0
P7500MC91	482-70-3929	2	12/13/1990	Pyle,Marie	2	2	8.3
P7500MC91	485-70-4432	3	02/15/1990	Randall,Debra	2	2	8.6
P7500MC91	478-78-9982	2	10/08/1990	Sanders,Trinette	2	2	8.2
P7500MC91	508-96-4136	3	02/11/1990	Schmidt,Patricia	1	3	10.4
P7500MC91	478-92-3640	3	02/06/1990	Scott,Lori	3	2	8.8
P7500MC91	478-78-9236	1	08/30/1990	Smith,Bridgett	2	2	7.2
P7500MC91	482-82-3401	3	01/08/1990	Tate,Veda	3	2	7.2
P7500MC91	482-58-7862	2	10/02/1990	Tompkins,Marabeth	2	2	8.2
P7500MC91	484-08-7535	3	01/08/1990	Van Besien,Bridgette	1	2	7.5
P7500MC91	478-92-5971	3	03/04/1990	Weidman,Jennifer	3	3	9.9
P7500MC91	481-02-6161	1	07/20/1990	Wiest,Suzanne	3	3	9.0
P7500MC91	479-86-2190	1	08/14/1990	Winter,Wendy	1	3	10.8

H.I.T. Success Center
Course List

Course Number	SSN	Q T R	Start DATE	Student Name	Empl. Code	Level	TABE
** Grammar Review							
P7700MC91	485-86-2711	1	07/01/1990	Costello,Joe	3	3	10.2
P7700MC91	484-72-1985	1	09/17/1990	Donovan,Gail	1	3	12.9

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APPENDIX 7a

Course Number	SSN	QTR	Start DATE	Student Name	Empl. Code	Level	TABE
**Basic Composition I							
P 800MC91	480-88-0870	3	02/05/199	Reuter,Mary	1	3	12.9
P,800MC91	484-80-9431	1	07/16/199	Wenthe,Chrissa	1	3	12.9
* Biology I							
P8000MC91	483-78-7302	2	10/03/199	Arends,Bruce	1	3	10.2
P8000MC91	478-68-3320	3	01/07/199	Belden,Mary	1	3	12.9
P8000MC91	479-84-8231	1	08/13/199	Benham,Tamra	3	3	12.7
P8000MC91	484-72-0906	2	12/13/199	Brandenburg,Amiee	1	3	11.5
P8000MC91	485-86-2288	3	01/21/199	Buchheit,Theresa	3	3	12.9
P8000MC91	480-58-8857	3	01/08/199	Burgess,Mary	1	3	12.9
P8000MC91	483-92-9585	3	02/06/199	Dalton,Trisha	3	3	12.9
P8000MC91	479-06-5906	3	01/29/199	Desmond,Justine	3	3	12.9
P8000MC91	481-78-3854	1	07/01/199	DuCharme,Lori	3	2	8.9
P8000MC91	480-88-1314	1	07/01/199	Eveland,Kimberly	1	3	10.8
P8000MC91	482-94-1668	1	07/01/199	Fischels,Jane	1	3	12.0
P8000MC91	484-02-9142	2	11/12/199	Hamilton,James	1	3	12.9
P8000MC91	485-74-7859	3	01/30/199	Harmsen,Connie	3	3	12.9
P8000MC91	522-94-7770	2	10/10/199	Hoffman,Connie (Cornelia)	3	3	12.9
P8000MC91	483-58-5295	1	07/01/199	Holm,Allene	2	2	6.0
P8000MC91	485-48-2364	1	07/01/199	Hoskins,Syble	1	3	10.9
P8000MC91	484-60-6062	3	02/05/199	Huebner,Victoria	1	3	12.9
P8000MC91	480-74-2821	1	07/01/199	Hutchins,Cheryl	1	3	12.0
P8000MC91	479-70-0359	1	07/17/199	Jensen,Kimberly	3	3	11.1
P8000MC91	482-86-3409	1	08/02/199	Johnson,Barbara	1	3	12.9
P8000MC91	484-76-3748	2	10/24/199	Johnson,Latonia	1	3	12.9
P8000MC91	484-90-0743	1	08/14/199	Jordan,Nichellee	1	2	8.6
P8000MC91	479-58-1396	2	10/31/199	Kohagen,Sandra	3	3	12.9
P8000MC91	478-90-5527	2	11/15/199	Meester,Kim	1	3	9.8
P8000MC91	479-88-1541	1	07/01/199	Palmer,Jennifer	2	3	12.9
P8000MC91	530-04-8882	2	10/10/199	Parsons,Dana	3	3	9.3
P8000MC91	483-80-2394	1	07/01/199	Peters,Melanie	1	3	12.7
P8000MC91	479-66-7807	1	07/01/199	Plum,Karen	1	3	12.9
P8000MC91	480-11-5461	1	07/01/199	Riesberg,Melissa	1	3	10.8
P8000MC91	479-86-5514	1	08/07/199	Rubino,Dawn	3	3	9.0
P8000MC91	484-86-1857	2	10/15/199	Russell,Amy	1	3	12.9
P8000MC91	478-86-0616	2	11/07/199	Schrage,Kelly	1	3	9.8
P8000MC91	479-88-0669	1	07/31/199	Shields,Brenda	1	3	12.9
P8000MC91	485-82-5375	1	07/01/199	Shreve,Terri	2	3	12.9
P8000MC91	480-84-5240	2	12/06/199	Sullivan,Dawn	3	3	12.9
P8000MC91	217-76-1756	1	07/01/199	Sweet,Diane	2	3	10.8
P8000MC91	480-90-7950	2	11/06/199	Watum,Steven	1	3	12.9
P8000MC91	480-90-7275	1	07/01/199	Tournier,Deanna	1	3	12.9
P8000MC91	479-82-8586	3	02/04/199	Tripp,Karen	1	3	12.9
P8000MC91	480-64-4425	2	11/26/199	Waggett,William	2	3	12.5
P8000MC91	483-04-1268	2	10/09/199	Westcott,Kay	1	3	9.9
P8000MC91	482-66-6004	3	01/07/199	Yearous,Kathleen	1	3	12.9
P8000MC91	483-82-7413	1	09/11/199	Young,Angie	3	3	12.9

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APPENDIX 7b

H.I.T. Success Center
Course List

Course Number	SSN	QTR	Start DATE	Student Name	Empl. Code	Level	TABE
** Biology I							
P8000MS91	450-02-0256	1	07/01/199	Albrecht,Patty	1	3	12.9
P8000MS91	479-66-7872	2	10/10/199	Allinger,DesRae	3	3	12.9
P8000MS91	483-98-4702	1	07/01/199	Allsop,Becky	1	3	12.9
P8000MS91	483-88-0042	1	07/01/199	Bruner,Jenny	3	3	9.0
P8000MS91	482-76-7271	1	07/16/199	Child,Terri	1	3	12.7
P8000MS91	478-78-8674	1	08/08/199	Chipp,Tina	3	3	12.9
P8000MS91	483-82-4870	1	07/01/199	Ciesielski,Kayla	1	3	10.0
P8000MS91	483-76-2302	2	12/06/199	Demuth,Francis	1	3	12.9
P8000MS91	481-76-6634	1	07/24/199	Eichhorn,Charles	1	3	12.9
P8000MS91	479-58-1282	1	07/24/199	Gribble,Monica	3	3	12.9
P8000MS91	482-66-5884	1	08/06/199	Holtzman,Jo Ann	2	3	10.2
P8000MS91	484-80-6724	1	07/01/199	Hough,Renae	3	3	12.9
P8000MS91	481-66-9589	1	09/13/199	Howell,Johnette	1	3	12.9
P8000MS91	481-92-7061	2	10/05/199	Jensen,Stephanie	1	3	12.9
P8000MS91	485-78-4601	1	08/23/199	Kannegieter,Cindy	1	3	10.2
P8000MS91	485-72-7400	1	08/14/199	Kohls,Patrick	2	3	12.9
P8000MS91	490-74-4773	1	09/12/199	Meister,Judi	2	3	12.9
P8000MS91	478-92-2551	1	08/28/199	Phillips,Tanya	3	3	12.9
P8000MS91	481-82-6141	1	08/02/199	Rodriguez,Sandra	1	3	12.0
P8000MS91	483-74-4183	1	09/05/199	Schmitt,Mary	1	3	12.9
P8000MS91	484-72-1408	1	08/15/199	Taylor,Mary	1	3	9.0
P8000MS91	481-78-371.	1	09/24/199	Wildebour,Andrea	1	3	12.9

Course Number	SSN	QTR	Start DATE	Student Name	Empl. Code	Level	TABE
** Biology II							
P8100MC91	485-72-5743	1	08/07/199	Beebe,Robin	2	3	11.5
P8100MC91	481-78-3854	1	08/15/199	DuCharme,Lori	3	2	8.9
P8100MC91	482-94-1868	1	07/20/199	Bischels,Jane	1	3	12.0
P8100MC91	522-94-7770	4	04/10/199	Hoffman,Connie (Cornelia)	3	3	12.9
P8100MC91	482-66-5884	3	01/31/199	Holtzman,Jo Ann	2	3	10.2
P8100MC91	485-48-2364	2	10/05/199	Hoskins,Syble	1	3	10.9
P8100MC91	482-94-4053	1	07/01/199	Ozer,Monica	3	3	12.9
P8100MC91	485-56-4751	3	03/07/199	Johnson,Charlene	1	3	12.9
P8100MC91	484-04-7709	1	07/01/199	Kunchoff,Michelle	3	3	9.0
P8100MC91	549-99-2940	3	01/18/199	Rickens,Scott	1	3	11.5
P8100MC91	479-66-7807	1	07/27/199	Blum,Karen	1	3	12.9
P8100MC91	484-80-9145	2	10/12/199	Rogers,Julie	3	3	12.3
P8100MC91	479-86-5514	2	10/16/199	Rubino,Dawn	3	3	9.0
P8100MC91	483-74-4183	3	03/07/199	Schmitt,Mary	1	3	12.9
P8100MC91	485-82-5375	1	08/20/199	Shreve,Terri	2	3	12.9
P8100MC91	483-78-7439	3	01/16/199	Thrasher,Linda	1	3	12.9
P8100MC91	484-42-5878	1	09/24/199	Weber,Kathleen C.	1	3	11.1

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APPENDIX 7c

H.I.T. Success Center
Course List

Course Number	SSN	Q T R	Start DATE	Student Name	Empl. Code	Level	TABE
** Biology II							
P8100MS91	483-88-0042	1	08/02/199	Bruner,Jenny	3	3	9.0
P8100MS91	482-76-7271	3	01/29/199	Child,Terri	1	3	12.7
P8100MS91	483-82-4870	2	11/15/199	Diesielski,Kayla	1	3	10.0
P8100MS91	483-76-2302	3	03/14/199	Demuth,Francis	1	3	12.9
P8100MS91	481-76-6634	3	02/08/199	Eichhorn,Charles	1	3	12.9
P8100MS91	479-76-2372	1	09/07/199	Garbes,Deborah	1	3	10.8
P8100MS91	484-80-6724	3	02/12/199	Hough,Renae	3	3	12.9
P8100MS91	485-84-8236	1	07/16/199	Larson,Linda	1	3	9.6
P8100MS91	478-08-6216	1	08/07/199	Rutter,Christine	1	3	10.4
** Chemistry I							
P8200MC91	478-54-4991	1	07/01/199	Bennett,Jolene	1	3	12.9
P8200MC91	478-98-9778	1	07/01/199	Catchpool,Jill	1	3	12.9
P8200MC91	481-48-9747	1	07/01/199	Stahl,Wanda	1	3	12.9
P8200MC91	484-72-0066	3	03/20/199	Weiss,Catherine	2	3	12.9
* Chemistry II							
P8300MC91	481-78-3747	1	07/01/199	Buehs,Iva	1	3	12.9
P8300MC91	480-85-9569	1	07/01/199	Stensland,Roger	1	3	9.0
** Chemistry II							
P8300MS91	478-98-9778	1	07/01/199	Catchpool,Jill	1	3	12.9

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APPENDIX 7d

H.I.T. Success Center
Course List

Course Number	SSN	Q T R	Start DATE	Student Name	Empl. Code	Level	TABE
** Module Math							
P8600MC91	483-74-3872	3	03/05/199	Aldrich,Brenda	1	3	11.1
P8600MC91	319-64-4435	4	04/08/199	Bledsoe,Roshelle	3	3	10.2
P8600MC91	481-80-8697	3	03/06/199	Ellner;Quincana	1	3	12.9
P8600MC91	478-96-6950	1	07/18/199	Gaston,Angie	1	3	12.9
P8600MC91	484-84-0734	3	03/11/199	Gill,Mark	2	3	10.2
P8600MC91	480-92-3061	2	11/20/199	Graham,Julie	3	3	10.8
P8600MC91	485-48-2364	2	12/04/199	Boskins,Syble	1	3	10.9
P8600MC91	482-70-3940	1	09/25/199	Jordan,JoCathy	3	3	9.9
P8600MC91	484-80-6479	3	03/04/199	Keeling;Sheila	1	2	8.9
P8600MC91	479-82-0547	3	02/04/199	Kelley,Kathleen	1	3	11.2
P8600MC91	478-92-5745	3	01/29/199	McFadden,Christine	1	2	8.5
P8600MC91	481-48-9912	4	04/08/199	McGurn,Norma	1	3	12.7
P8600MC91	479-88-6887	2	11/07/199	Miller,Cristi	3	3	9.9
P8600MC91	478-72-6130	3	03/04/199	Munemaker,Shawn	3	3	10.2
P8600MC91	482-82-5677	3	03/28/199	Ohrt,Scott	2	3	12.9
P8600MC91	485-72-5257	3	02/25/199	Orvis,Dawn	3	3	12.9
P8600MC91	481-88-4378	3	02/18/199	Rates,Wendy	1	2	7.8
P8600MC91	484-72-0093	3	02/08/199	Pratt,Joni	3	2	7.0
P8600MC91	483-54-4772	2	10/31/199	Radziewiez,Steven	3	3	12.9
P8600MC91	485-70-4432	3	03/21/199	Randall,Debra	2	2	8.6
P8600MC91	481-94-1720	1	07/16/199	Ruhlmann,Phillip	3	3	12.9
P8600MC91	481-88-4482	1	07/23/199	Secor,Jeanie	1	3	12.9
P8600MC91	478-94-6469	1	08/06/199	Sherwood,Kelly	3	3	10.4
P8600MC91	480-78-7681	4	04/02/199	Simerson,Sheryl	2	3	9.6
P8600MC91	483-96-7964	2	10/09/199	Studer,Michael	2	3	10.8
P8600MC91	480-84-5240	1	08/22/199	Sullivan,Dawn	3	3	12.9
P8600MC91	472-72-5338	1	07/20/199	Swatek,Danny	1	3	12.0
P8600MC91	485-78-7772	1	07/18/199	Tedore,Matt	1	3	10.4
P8600MC91	479-86-7071	1	07/20/199	Thomas,Jenifer	1	3	10.8
P8600MC91	484-76-6432	1	09/27/199	Wetzel,Darlene	2	3	10.8
P8600MC91	479-86-2190	1	07/16/199	Winter,Wendy	1	3	10.8

Course Number	SSN	Q T R	Start DATE	Student Name	Empl. Code	Level	TABE
** Geometry I							
P8700MC91	484-80-9197	1	07/16/199	Rogers,Robert	1	3	12.9

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APPENDIX 7e

H.I.T. Success Center
Course List

Course Number	SSN	QTR	Start DATE	Student Name	Empl. Code	Level	TABE
* Algebra I Sem. 1							
P8900MC91	436-43-6015	1	07/24/199	Daham,Bonita	3	3	9.6
P 900MC91	482-80-6348	3	02/20/199	Brustkern,Kevin	2	3	12.1
P 900MC91	484-02-5319	1	08/14/199	Colton,Daniel	2	3	12.9
P8900MC91	481-78-0398	3	02/19/199	Combs,Timothy	1	3	12.1
P 900MC91	497-50-0165	3	01/28/199	Cook,Thomas	1	3	12.9
P 900MC91	484-94-8076	3	03/01/199	Fisher,Kristy	3	3	12.9
P8900MC91	485-94-1478	1	07/01/199	Gallachor,Daniel	1	3	12.7
P 900MC91	485-88-0703	3	03/26/199	Haugh,Lucinda	2	3	11.5
P 900MC91	479-70-0717	1	09/06/199	Holub,Julie	3	3	10.4
P 900MC91	482-94-4053	1	09/11/199	Izer,Monica	3	3	12.9
P8900MC91	482-68-4558	4	04/11/199	Johnson,Dale	2	3	12.9
P 900MC91	481-72-7727	1	07/01/199	Kearns,Lavonne	1	3	12.9
P 900MC91	482-58-7517	1	07/16/199	Kramer,Glenn	3	3	12.9
P8900MC91	478-78-8159	3	02/13/199	Long,Luann	1	3	12.9
P 900MC91	355-36-0803	3	02/14/199	Marcucci,Victor	2	3	12.9
P 900MC91	480-60-9708	1	08/30/199	Mason,Connie	1	3	12.9
P8900MC91	557-96-6980	1	07/16/199	Maynard,Michael	2	3	12.9
P 900MC91	479-98-6493	2	10/03/199	Moffatt,Alan	1	3	10.4
P 900MC91	480-84-2963	3	01/23/199	Peterson,Dean	1	3	12.9
P 900MC91	479-82-4837	1	07/01/199	Powers,Joseph	2	3	10.4
P8900MC91	480-98-0628	3	02/01/199	Schmidt,Jamie	1	3	12.1
P 900MC91	481-94-5141	1	07/01/199	Shea,Scott	1	3	12.9
P 900MC91	480-76-8321	1	07/01/199	Steffen,David	3	3	12.9
P8900MC91	478-44-8460	1	07/31/199	Swingen,Carolyn	1	3	10.4
P 900MC91	484-94-6689	1	07/01/199	Umthum,Bron	1	3	12.7
P 900MC91	480-64-4425	2	10/17/199	Waggett,William	2	3	12.5
P 900MC91	481-78-4186	1	07/01/199	Weber,Angela	3	3	12.9
P8900MC91	481-94-7025	1	08/13/199	Willis,Steven	2	3	12.9
** Algebra I Sem. 1							
P8900MS91	483-76-0148	1	07/31/199	Bosbisch,Vickie	1	3	12.9
P8900MS91	485-64-6132	3	02/12/199	Wolfs,Ernest	1	3	9.1
** Algebra I Sem. 2							
P9000MC91	478-98-8832	2	11/19/199	Bergen,Tandia	1	3	12.9
P9000MC91	482-80-6348	3	03/25/199	Brustkern,Kevin	2	3	12.1
P9000MC91	483-90-7911	1	07/16/199	Gaede,Kathy	3	3	9.0
P9000MC91	479-70-0717	2	10/18/199	Holub,Julie	3	3	10.4
P9000MC91	482-94-4053	4	04/02/199	Izer,Monica	3	3	12.9
P9000MC91	482-58-7517	1	08/08/199	Kramer,Glenn	3	3	12.9
P9000MC91	355-36-0803	3	03/21/199	Marcucci,Victor	2	3	12.9
P9000MC91	478-64-4478	1	07/01/199	Vos,Connie	1	3	9.0

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H.I.T. Success Center
Course List

Course Number	SSN	Q T R	Start DATE	Student Name	Empl. Code	Level	TAE
** Algebra I Sem. 2							
P9000MS91	481-56-5766	1	09/11/1998	taples,Colene	1	3	12.

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H.I.T. Success Center
Course List

Course Number	SSN	Q T R	Start DATE	Student Name	Empl. Code	Level	TABE
** Adv. Algebra							
P9200MC91	479-70-0717	3	01/17/199	Holub,Julie	3	3	10.4
P9200MC91	482-58-7517	1	08/22/199	Bramer,Glenn	3	3	12.9
P9200MC91	482-66-5436	3	01/19/199	Mills,James	2	3	12.9

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STAFFING: STUDENT AFFAIRS FOR STUDENT SUPPORT CENTER

THE INTENT OF STAFFING FOR THE SUPPORT SERVICES CENTER IS TO PROVIDE A CENTRALIZED STUDENT DEVELOPMENT OFFICE THAT WOULD CARRY OUT PRESENT RESPONSIBILITIES AND ASSIST THE CENTER WHERE NEEDED.

THIS WOULD BE ACHIEVED BY SERVING AS THE MAIN COUNSELING DEPARTMENT OFFICE FOR THE ENTIRE INSTITUTION WHILE PROVIDING SUPPORT SERVICES OFFERED BY THE CENTER. ADDITIONALLY THIS OFFICE WOULD BE STAFFED BY THE COORDINATOR OF COUNSELING AT LEAST 50% OF THE TIME. THE COORDINATOR WOULD BE CHARGED WITH STAFFING THE "DROP IN" FUNCTION, SUPPORT SERVICES REFERRALS TO STUDENT AFFAIRS, COUNSELING AND SUPERVISORY DUTIES.

THE REMAINING 50% WILL BE STAFFED BY OTHER STUDENT AFFAIRS PERSONNEL: 3 COUNSELORS, GRADUATE EMPLOYMENT SERVICES COORDINATOR, STUDENT LIFE COORDINATOR, AND THE DIRECTOR OF STUDENT/MINORITY AFFAIRS. IN GENERAL THERE WILL BE STUDENT AFFAIRS STAFF AVAILABLE THE TIMES THE CENTER IS IN OPERATION. THESE INDIVIDUALS WOULD BE PERFORMING LIMITED SERVICES ASSOCIATED WITH THEIR STUDENT SERVICES AREA, BUT BE PRIMARILY BE RESPONSIBLE FOR ENSURING FOLLOW THRU ON ANY REQUEST FOR SERVICE FROM THE STUDENT DEVELOPMENT OFFICE.